

DOCUMENT RESUME

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ABSTRACT

Each year, through its system-wide testing program, the Dallas Independent School District collects and reports assessment data on the achievement of its pupils. The data are summarized in a variety of ways in different reports to meet the needs of a particular audience. The three reports in this year's series were produced by computer, using a programmable page printer. Tables containing summaries of achievement data have been modified, and new tables have been added. Throughout the reports there is an absence of interpretations and conclusions, and the reader is cautioned against making generalizations based on the limited data displayed. Each report contains an introduction; a description of tables, some of which are unique to a particular report; school related data, including teacher and student variables, attendance data, and survey data of 1981 graduates (for the high school reports); and achievement data, norm-referenced results of the specific tests administered by each school. Tests used included the Metropolitan Readiness Test Level 2, Iowa Tests of Basic Skills, Comprehensive Tests of Basic Skills Espanol, Tests of Achievement and Proficiency, Assessment of Baseline Curriculum, Basic Objectives Assessment Tests, and Texas Assessment of Basic Skills. Glossaries in each report explain terms used throughout. (LC)

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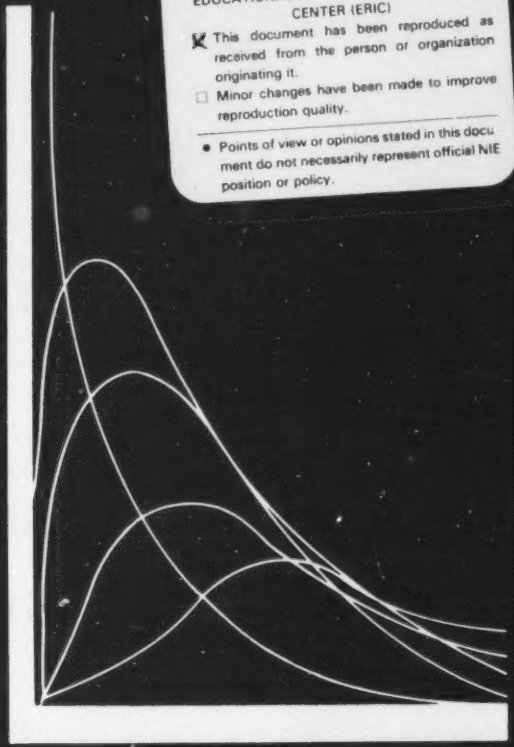
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DEPARTMENT OF TESTING AND INFORMATION SYSTEMS



dallas independent school district

SPECIAL REPORT ON
PUPIL ACHIEVEMENT 1981-82
FOR
BRYAN ADAMS HIGH SCHOOL

Dallas, Texas
July 1982

Note to Reviewers:

This document and the two submitted with it are specimens from a large set of similar documents each individually tailored for specific school facilities and/or administrative branches. In all, over 180 separate documents were produced. This particular report is representative of the subset distributed to high schools. Other reports, similar in format but unique in content, were produced for elementary schools, middle schools, and each of five subdistricts.

The production of the entire series of reports was computer-driven. Answer sheets were scanned on a Westinghouse, Model 201, optical scanner yoked to an HP2100 minicomputer. Raw test records resulting from this process were then transferred to a Burroughs 6700 mainframe computer where they were subjected to an extensive series of data editing and data analysis procedures. Output from these procedures was, in turn, directed to a XEROX 9700 Electronic Printing System on which previously designed forms existed in memory. The selection of appropriate forms for specific data was programmatically controlled. The full set of reports were printed in one stream.



dallas independent school district

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SPECIAL REPORT ON
PUPIL ACHIEVEMENT 1981-82 FOR

BRYAN ADAMS
2101 MILLMAR DR.

IS82-000-001

Co-authored by Information Systems Staff

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Dallas, Texas
July 1982

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I. INTRODUCTION AND DESCRIPTION OF TABLES

INTRODUCTION

Through its system-wide testing program the District each year makes a large investment, in terms of time, materials, and personnel, in an effort to collect and report assessment data on the achievement of its pupils. The overall purpose of collecting and reporting these data is to improve curriculum and instruction. To this end, test data are used by personnel at all levels of organization throughout the District, including teachers, counselors, principals, evaluators, and administrators. Ultimately, test data are used by the Board of Education as one means of demonstrating the District's accountability to the general public.

Each year data collected through the testing program are summarized in a variety of ways in several different reports, each designed to meet the needs of a particular audience. Thus, teachers and counselors receive test score reports on individual pupils whereas administrators and school board members receive summary profiles of subdistrict and district-wide achievement. Additionally, executive-level administrators and school board members receive interpretive analyses of system-wide achievement, in which test data are aggregated at a more global level.

This year's series of special reports is similar to those produced in previous years with a few notable modifications and improvements. Perhaps the most apparent improvement is the enhanced quality of the print format. The entire report, including the tables and the page you are now reading, was produced by the District's computer using the programmable page printer recently acquired by Data Processing. The result is a cleaner, less cluttered look.

Although less apparent, other modifications are more important. Those familiar with this series may notice that the tables displaying summaries of achievement no longer carry an ethnicity breakdown. Many principals had remarked that the inclusion of results by ethnicity was not particularly useful to them. However, achievement results by ethnicity are still available, either through the subdistrict offices or through the Office of Testing and Information Systems.

Some new tables have been added that were not provided in reports of earlier years. These include tables summarizing the results of the Language Assessment Survey (LAS), the results of the new Assessment of Baseline Curriculum (ABC) (for schools containing grades 1 through 3), and results of the Texas Assessment of Basic Skills (TABS) (for schools containing grades 3, 5, or 9 through 11).

In preparing this report considerable attention was given to the accuracy of the data displayed in the tables. Statistics were checked and rechecked, often according to two or more procedures. Nevertheless, some inaccuracies could exist. For instance, if a pupil's test record contained incorrect values for any of the classification codes (i.e., grade level, test level, ethnicity, school location number), then that pupil was misclassified and his or her data were included in the wrong summary table. If such errors exist they are probably few in number and virtually impossible to detect.

The careful reader of this report may detect the absence of interpretations and conclusions. Given the timeframe within which this report had to be produced, it would have been impossible to peruse each school's report systematically with the goal of arriving at generalizations and conclusions. This task has been left to the reader. However, when studying the data in this document, the reader should be aware of the following limitations:

1. The data presented in the tables are basically descriptive in nature. They simply describe pupil achievement levels and related environmental variables. Inferences concerning causal relationships should be made with caution and should be held as tentative until substantiated through supportive research.
2. Measured achievement levels are dependent upon a number of conditions other than actual student achievement. For example, test administration procedures and the degree of appropriateness of test norms contribute significantly to the meaning of test results.

3. Measured achievement levels are closely related to a number of sociological background factors.

4. Standardized achievement tests weigh all test items equally, although test content experts acknowledge a broad scale of importance among them. Hence, test results are not intended to lead directly to judgements concerning the quality of schools, teachers and curricula. If scores are notably high or low, then a closer look is warranted to discover causes for such scores.

5. All norm-referenced achievement tests, like the ITBS and the TAP, are designed to differentiate between performances which are very much alike; in the central part of the percentile scale a small change in raw score causes a notable change in norm score. Thus, any norm score falling within an interval about the 50th percentile can be regarded as a measure of normal performance. The generally accepted size of such an interval is one quartile in each direction from the 50th percentile, creating an interval of normal performance extending from 25 to 75 on the percentile scale.

DESCRIPTION OF TABLES

In this section the tables appearing in the series of reports are described. Since the inclusion of specific tables in any particular school's report depends upon the grade-level configuration of the school, all the tables described in this section may not appear in this particular report. For instance, if the school for which this report is written is an elementary school, tables summarizing performance on the Tests of Achievement and Proficiency (TAP), administered only to high school students, do not appear. Conversely, tables summarizing performance on the Iowa Tests of Basic Skills (ITBS) do not appear in reports written for high schools.

General Comments Concerning all Tables

Occasionally tables contain blanks where summary statistics are expected. There are several reasons for this, the usual one being that there were not enough students in a particular subgroup to insure anonymity in reporting test results. The criterion used in deciding whether to report a statistical summary was that there be at least six students in a particular classification before a summary would be printed. This explanation should account for most of the blanks appearing in the tables.

There are other reasons for some of the specific instances where blanks appear. Thus, in the table summarizing first grade performance on the ITBS, no statistics are reported under the column headed "Grade K / Spring 81", the reason being that kindergarten pupils are administered the Metropolitan Readiness Tests (MRT), the results of which are not comparable with the ITBS. Similarly, the table describing ninth-grade TAP performance contains no data under the heading "Grade 8 / Spring 81", because ITBS scores obtained on eighth graders are not directly comparable to TAP scores obtained from ninth graders.

The summary statistics appearing in the tables, identified by row and column headings, have for the most part been defined in a glossary at the end of this report. Many statistics, e.g. "%26-35 years" under the heading "Teaching experience" in the table summarizing teacher characteristics, have obvious meaning from their context and, hence, do not appear in the glossary. Nevertheless, it may be prudent of the reader at least to scan the glossary in order to gain familiarity with the terms given there.

Teacher Characteristics

This table displays summaries of selected teacher characteristics, for the past two years, for both the school and District. These summaries are derived from the District's distribution of teachers as of April 1982, a point in time close to system-wide test administrations.

Enrollment and Attendance

This table summarizes student enrollment and attendance patterns, by grade level over the past two years, for both the school and District. The table is considerably shorter than those presented in previous years. This year only the average daily membership, the percent average daily attendance, and ethnic percentages of enrollment (computed as percentages of average daily membership) are displayed by grade level.

Student Nonattendance Statistics for 1981-82 by Categories

This table, which appears only in reports written for secondary schools, summarizes the nonattendance of secondary school students by grade level, sex, and ethnic classification for both the school and District.

**Student Nonattendance Statistics
for 1981-82 by Class Period**

This table, available in secondary school reports, summarizes the nonattendance of secondary school students by class period for the school and District.

**Educational and Occupational
Pursuits of the 1981 Graduates**

This table summarizes the results of a telephone survey of the Class of 1981. Included are numbers and percentages of graduates attending school, employed, and unemployed. Statistics are given by sex and ethnic classification for the school.

**District-wide Survey of
Educational and Occupational
Pursuits of the 1981 Graduates**

This table is similar to the previous table, except that results are summarized for the District.

**Spring 1982 Results for
Language Assessment Survey (LAS)**

This table displays the number and percent of students surveyed at each proficiency level identified by the LAS. Statistics are given by grade level for the school and District. This table does not appear for schools that did not administer the LAS.

**Norm-Referenced Achievement Results for
Metropolitan Readiness Tests Level 2 (MRT)**

This table summarizes the performance of kindergarten pupils on the four major subtests and composite scores of the MRT. Within each subtest reported, results are summarized in terms of the percentage of pupils tested who scored high, average or low. In addition, the number of pupils attempting each subtest and, for the Pre-reading Composite and Battery Total, the median percentiles are also given.

Determination of high, average, and low scoring on the MRT is made on the basis of the particular stanine in which a pupil's score falls. Thus, those pupils who attain scores falling in the first, second, or third stanine are deemed low-scoring pupils. Those whose scores fall into the fourth, fifth, or sixth stanine are deemed average-scoring pupils. Similarly, those whose scores fall into the seventh, eighth, or ninth stanine are deemed high-scoring pupils. In the national norming sample, approximately 54 percent of tested kindergarten pupils attain scores which are considered average, while approximately 23 percent are classified into each of the other two categories.

The median percentiles reported for Pre-reading Composite and Battery Total are national percentile equivalents of the raw scores attained by the median scoring students in the local population. Thus, a median percentile of 43, say, would indicate that the middle-scoring pupil in the local group attained a raw score equivalent to that attained by the student at the 43rd percentile in the norming population.

**Norm-Referenced Achievement Results
for Iowa Tests of Basic Skills (ITBS)**

This table summarizes performance on the ITBS, by grade level, for the school and District. There is one table per grade and four populations on each table for which statistics are reported. The first column of statistics are based on the Spring 1981 test scores of students in the grade presented who were enrolled in the school during the fall of 1981. This column of statistics is left blank for grade 1 tables. The second column represents the Spring 1981 results for the previous class of the grade being presented. The third column displays the Spring 1982 results for the

grade presented. Finally, the fourth column shows Spring 1982 District-wide performance for the grade presented. The statistics reported are:

MEDIAN NATIONAL PERCENTILE. The national percentile equivalent attained by the median- (or middle-) scoring pupil in the group. For example, a median percentile of 47 for a group of seventh graders would imply that the pupil scoring at the midpoint of this group was slightly below that of the pupil scoring at the midpoint nationally.

PERCENT GREATER THAN OR = THE 25TH, 50TH AND 75TH NATIONAL PERCENTILE. The percentage of pupils in the group attaining scores greater than or equal to the 25th, 50th, and 75th national percentiles, respectively. Note that these percentages are cumulative in reverse order. Thus, those pupils who scored at or above the national 50th percentile are, in turn, included among those who scored at or above the 25th percentile. Since a rough rule of thumb is to consider as average all pupils who scored between the 25th and 75th national percentiles, a quick indication of the local percentage of pupils who were either average or above average is provided by the percent greater than or equal to the 25th percentile.

NUMBER TESTED. The number of pupils for whom complete test records existed. A complete test record for a test (or subtest) was defined as one which showed that the pupil had attempted at least 10 items.

PERCENT ELIGIBLE TESTED. The number of students tested expressed as a percentage of the number of students eligible to be tested.

**Norm-Referenced Achievement Results
for Iowa Tests of Basic Skills (ITBS) and
Comprehensive Tests of Basic Skills Espanol (CTBS)**

This table is similar to the previous table with the addition of statistics summarizing results on the CTBS. This table appears only in reports for those schools in which the CTBS was administered.

**Norm-Referenced Achievement Results for
Tests of Achievement and Proficiency (TAP)**

This table summarizes high school performance on the TAP for the school and District. There is one table per grade and four populations on each table for which statistics are reported. The first column of statistics are based on the Spring 1981 test scores of students in the grade presented who were enrolled in the school during the fall of 1981. This column of statistics is left blank for grade 9 tables. The second column represents the Spring 1981 results for the previous class of the grade being presented. The third column displays the Spring 1982 results for the grade presented. Finally, the fourth column shows Spring 1982 District-wide performance for the grade presented. The statistics reported for each major subtest are:

MEDIAN NATIONAL PERCENTILE. The national percentile equivalent attained by the median- (or middle-) scoring pupil in the group. For example, a median percentile of 47 for a group of tenth graders would imply that the pupil scoring at the midpoint of this group was slightly below that of the pupil scoring at the midpoint nationally.

PERCENT GREATER THAN OR = THE 25TH, 50TH AND 75TH NATIONAL PERCENTILE. The percentage of pupils in the group attaining scores greater than or equal to the 25th, 50th, and 75th national percentiles, respectively. Note that these percentages are cumulative in reverse order. Thus, those pupils who scored at or above the national 50th percentile are, in turn, included among those who scored at or above the 25th percentile. Since a rough rule of thumb is to consider as average all pupils who scored between the 25th and 75th national percentiles, a quick indication of the local

percentage of pupils who were either average or above average is provided by the percent greater than or equal to the 25th percentile.

NUMBER TESTED. The number of pupils for whom complete test records existed. A complete test record for a test (or subtest) was defined as one which showed that the pupil had attempted at least 10 items.

PERCENT ELIGIBLE TESTED. The number of students tested expressed as a percentage of the number of students eligible to be tested.

**Spring 1982 Results for
Assessment of Baseline Curriculum (ABC)**

This table summarizes performance on the ABC for the school (grades 1-3). Displayed are the percentages of students, by grade level, who have mastered each objective in Mathematics and Language Arts.

**District-wide Spring 1982 Results
for Assessment of Baseline Curriculum (ABC)**

This table is similar to the previous table, except that results are summarized for the District.

**Basic Objectives Assessment Test (BOAT)
Results for Spring 1981 and Spring 1982**

This table summarizes eighth-grade BOAT performance for the school over the past two years. Summary results are displayed for each of seven functional applications and the total test. The number of students tested, for each subtest and composite, represents the number of complete test records available.

The percent of students tested is the number of students tested expressed as a percentage of the number of students eligible to be tested. The median raw score is the raw score (number of items correct) attained by the pupil at the midpoint in the distribution of raw scores, while the median percent correct is the percentage of correct items attained by the median-scoring pupil.

**Spring 1982 Results for Basic
Objectives Assessment Test (BOAT)**

**Cumulative Results for Basic
Objectives Assessment Test (BOAT)**

These two tables summarize high school performance on the BOAT for the school. The first table summarizes results from 1981-82 by grade level. The second table summarizes performance for those high school students enrolled during 1981-82 who have ever taken the BOAT.

**District Spring 1982 Results for Basic
Objectives Assessment Test (BOAT)**

**District Cumulative Results for
Basic Objectives Assessment Test (BOAT)**

These two tables are similar to the previous two tables except that results are given for the District.

**Texas Assessment of Basic Skills (TABS)
Results for Spring 1981 and Spring 1982**

This table summarizes third-, fifth- and ninth-grade performance on the TABS for the school and District over the past two years. Results in this table may differ slightly from those printed earlier by the commercial scoring services because the records of test-exempt special education students have been omitted.

**Spring 1982 Results and
Cumulative Summary for
Texas Assessment of Basic Skills (TABS)**

This table summarizes the TABS performance of high school students who took the ninth-grade TABS in 1981-82 and/or in previous years. Results are given for grades 10 and 11 for both the school and District.

**Exemptions From 1982 System-wide
Testing Program by Category**

This table displays the number and percentages of students exempted from participating in the various subprograms of the system-wide testing program. Students could have been exempted from any test by reason of being in certain special education programs, having limited English proficiency, or being severely skill-deficient. The reader should note that in some instances the number of exemptions due to special education may be larger than the number designated by local school personnel at the time of testing. In this report, only those special education students receiving services under instructional arrangements A through D (mainstreamed) and/or those identified only as being speech-handicapped or pregnant were eligible for inclusion.

II. SCHOOL RELATED DATA

TEACHER CHARACTERISTICS

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Teacher Variables	District		
	1980-81	1981-82	1981-82
Number of teachers	127	108	2942
% Male	43	46	39
% Female	57	54	61
<u>Ethnicity</u>			
% White	80	76	60
% Black	17	20	36
% Hispanic	3	4	4
% American Indian	0	0	0
% Asian	0	0	0
<u>Educational level</u>			
% with no degree	0	1	2
% with Bachelors degree	36	35	42
% with Masters degree	63	63	55
% with Doctorate degree	1	1	2
<u>Teaching experience</u>			
% 0 - 5 years	12	10	25
% 6 - 10 years	16	17	24
% 11 - 15 years	24	18	21
% 16 - 20 years	24	29	14
% 21 - 40 years	24	26	16
Median experience	15	17	11
<u>Age</u>			
% less than 26 years	3	4	5
% 26-35 years	30	28	35
% 36-45 years	27	24	32
% 46-55 years	26	29	20
% 56-65 years	13	15	9
% over 65 years	1	1	1
Median age	42	44	38
Pupil/teacher ratio	19.3	19.9	22.7
Average number of days absent per teacher	3.9	3.4	5.5
Number of special education teachers	5	5	211
Number of teachers who are teaching in the bilingual program	1	1	45

Note. District summaries are based on secondary teachers only.

ENROLLMENT AND ATTENDANCE

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Student Variables	District		
	1980-81	1981-82	1981-82
GRADE 9			
Average daily membership	580	522	1063.1
Percent average daily attendance	89.5	89.5	84.8
<u>Enrollment by ethnicity (%)</u>			
% White	71.3	74.3	27.8
% Black	11.4	13.0	53.4
% Hispanic	13.3	8.9	16.6
% American Indian	0.5	0.0	0.3
% Asian	3.5	3.9	1.9
GRADE 10			
Average daily membership	628	551	9315
Percent average daily attendance	89.8	87.8	87.0
<u>Enrollment by ethnicity (%)</u>			
% White	76.9	71.4	29.4
% Black	9.6	11.0	54.9
% Hispanic	10.0	13.3	14.1
% American Indian	0.2	0.7	0.3
% Asian	3.3	3.6	1.3
GRADE 11			
Average daily membership	610	564	7787
Percent average daily attendance	89.2	87.9	88.6
<u>Enrollment by ethnicity (%)</u>			
% White	81.5	76.5	33.0
% Black	8.2	11.1	53.4
% Hispanic	7.3	9.0	12.3
% American Indian	0.0	0.0	0.4
% Asian	3.0	3.4	1.0
GRADE 12			
Average daily membership	647	512	7184
Percent average daily attendance	87.5	87.7	86.9
<u>Enrollment by ethnicity (%)</u>			
% White	83.4	80.3	35.7
% Black	6.1	9.0	52.4
% Hispanic	7.3	8.4	11.0
% American Indian	0.0	0.0	0.1
% Asian	3.2	2.3	0.8

ENROLLMENT AND ATTENDANCE

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Student Variables	1980-81	1981-82	District 1981-82
TOTAL			
Average daily membership	2465	2150	124861
Percent average daily attendance	89.0	88.2	91.2
Average daily transactions per 100 students	0.11	0.17	0.27
<u>Enrollment by ethnicity (%)</u>			
% White	78.4	75.6	27.1
% Black	8.8	11.0	50.3
% Hispanic	9.4	9.9	20.7
% American Indian	0.2	0.2	0.4
% Asian	3.2	3.3	1.5
<u>Subgroups</u>			
Number of Title I students served	0	0	15624
Number of special education students	79	84	9431
Number of students receiving free or reduced lunch	188	146	64914
Number of new students	213	143	9887
Number of LEP students	40	43	7669

Note: District totals are based on grades K-12.

STUDENT NONATTENDANCE STATISTICS FOR 1981-82 BY CATEGORIES

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Category	Semester 1		Semester 2		District Semester 1		District Semester 2	
	N	%	N	%	N	%	N	%
<u>Grade</u>								
Grade 9	10	1.9	21	4.0	770	7.4	919	9.1
Grade 10	23	4.0	22	4.0	434	4.7	552	6.1
Grade 11	25	4.3	18	3.3	290	3.7	297	3.9
Grade 12	11	2.0	11	2.1	144	1.9	71	1.1
Total	69	3.1	72	3.4	1638	4.7	1839	5.5
<u>Sex</u>								
Male	44	3.9	41	3.7	980	5.5	1091	6.4
Female	25	2.3	31	3.0	658	3.9	748	4.6
<u>Ethnicity</u>								
White	58	3.5	59	3.7	424	3.8	397	3.8
Black	3	1.3	7	3.0	825	4.5	1090	6.2
Hispanic	7	3.0	4	1.9	374	7.4	330	6.9
American Indian	0	0.0	0	0.0	8	8.2	11	11.3
Asian	1	25.0	2	50.0	7	1.6	11	2.3
Nonattendance indices	3.1		3.4		4.7		5.5	

Note. A student was classified as a nonattender if he/she received an F in all graded courses, and was excessively absent from at least one class; or was formally listed by the school as having dropped out for voluntary reasons.

STUDENT NONATTENDANCE STATISTICS FOR 1981-82 BY CLASS PERIOD

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Class Period	Semester 1		Semester 2		District Semester 1		District Semester 2	
	N	%	N	%	N	%	N	%
Period 1	155	7.3	151	7.7	2913	8.9	3304	10.9
Period 2	123	5.9	132	6.8	2358	7.6	2722	9.4
Period 3	113	5.6	119	6.2	2334	7.5	2763	9.6
Period 4	112	6.0	114	6.5	2812	9.3	3289	11.7
Period 5	88	5.0	119	5.7	2386	8.2	2755	10.2
Period 6	84	5.6	107	8.0	2580	10.1	3029	12.8

Note. A student was included in the nonattendance figures if he/she received an F in the particular period and was absent at least fifteen days in that period.

EDUCATIONAL AND OCCUPATIONAL PURSUITS OF THE 1981 GRADUATES

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Pursuit	Total	Sex		Ethnicity		
		Male	Female	White	Black	Hispanic
<u>Total attending school</u>	387 68.0%	181 65.1%	206 70.8%	359 70.8%	14 51.9%	14 40.0%
College full time	293 51.5%	135 48.6%	158 54.3%	273 53.8%	12 44.4%	8 22.9%
Four-year college	142 25.0%	71 25.5%	71 24.4%	136 26.8%	4 14.8%	2 5.7%
Junior college	151 26.5%	64 23.0%	87 29.9%	137 27.0%	8 29.6%	6 17.1%
College part time	75 13.2%	39 14.0%	36 12.4%	70 13.8%	0 0.0%	5 14.3%
Four-year college	1 0.2%	0 0.0%	1 0.3%	1 0.2%	0 0.0%	0 0.0%
Junior college	74 13.0%	39 14.0%	35 12.0%	69 13.6%	0 0.0%	5 14.3%
Tech or business school	19 3.3%	7 2.5%	12 4.1%	16 3.2%	2 7.4%	1 2.9%
<u>Total employed (no school)</u>	158 27.8%	88 31.7%	70 24.1%	130 25.6%	11 40.7%	17 48.6%
Employed full time	138 24.3%	76 27.3%	62 21.3%	112 22.1%	10 37.0%	16 43.7%
Employed part time	10 1.8%	3 1.1%	7 2.4%	9 1.8%	0 0.0%	1 2.9%
Military service	10 1.8%	9 3.2%	1 0.3%	9 1.8%	1 3.7%	0 0.0%
<u>Unemployed</u>	18 3.2%	9 3.2%	9 3.1%	13 2.6%	2 7.4%	3 8.6%
<u>Homemaker full time</u>	6 1.1%	0 0.0%	6 2.1%	5 1.0%	0 0.0%	1 2.9%
Number of graduates	619	309	310	542	35	42
Number of respondents	569	278	291	507	27	35
Number of non-respondents	50	31	19	35	8	7
Percent of non-respondents	8.1	10.0	6.1	6.5	22.9	16.7

Note: Italic percentages in the body of the table are based on the number of respondents.

DISTRICT-WIDE SURVEY OF EDUCATIONAL AND OCCUPATIONAL PURSUITS OF THE 1981 GRADUATES

Pursuit	Total	Sex		Ethnicity		
		Male	Female	White	Black	Hispanic
<u>Total attending school</u>	3316 55.2%	1512 52.3%	1804 57.9%	1819 64.2%	1276 49.2%	221 37.9%
College full time	2449 40.7%	1134 39.2%	1315 42.2%	1457 51.4%	856 33.0%	136 23.3%
Four-year college	1590 26.5%	771 26.7%	819 26.3%	1008 35.6%	515 19.9%	67 11.5%
Junior college	859 14.3%	363 12.5%	496 15.9%	449 15.8%	341 13.2%	69 11.8%
College part time	708 11.8%	296 10.2%	412 13.2%	313 11.0%	330 12.7%	65 11.1%
Four-year college	67 1.1%	27 0.9%	40 1.3%	33 1.2%	28 1.1%	6 1.0%
Junior college	641 10.7%	269 9.3%	372 11.9%	280 9.9%	302 11.6%	59 10.1%
Tech or business school	159 2.6%	82 2.8%	77 2.5%	49 1.7%	90 3.5%	20 3.4%
<u>Total employed (no school)</u>	2214 36.8%	1222 42.2%	992 31.8%	867 30.6%	1032 39.8%	315 54.0%
Employed full time	1831 30.5%	984 34.0%	847 27.2%	766 27.0%	793 30.6%	272 46.7%
Employed part time	211 3.5%	89 3.1%	122 3.9%	62 2.2%	125 4.8%	24 4.1%
Military service	172 2.9%	149 5.2%	23 0.7%	39 1.4%	114 4.4%	19 3.3%
<u>Unemployed</u>	365 6.1%	155 5.4%	210 6.7%	90 3.2%	245 9.4%	30 5.1%
<u>Homemaker full time</u>	115 1.9%	4 0.1%	111 3.6%	58 2.0%	40 1.5%	17 2.9%
Number of graduates	7286	3504	3782	3224	3291	771
Number of respondents	6010	2893	3117	2834	2593	583
Number of non-respondents	1276	611	665	390	698	188
Percent of non-respondents	17.5	17.4	17.6	12.1	21.2	24.4

Note. Italic percentages in the body of the table are based on the number of respondents.

SPRING 1982 RESULTS FOR
LANGUAGE ASSESSMENT SURVEY (LAS)

001 BRYAN ADAMS

NORTHEAST SURDISTRICT

Level of Proficiency	Grade		
	(9)	(10)	(11)
<u>Level 1 (non-speaker)</u>			
Number	8	6	2
Percent	80	75	29
District number	140	65	11
District percent	39	25	9
<u>Level 2 (non-speaker)</u>			
Number	1	2	4
Percent	10	25	57
District number	59	43	27
District percent	16	16	23
<u>Level 3 (limited speaker)</u>			
Number	1	0	1
Percent	10	0	14
District number	54	48	20
District percent	15	18	17
<u>Level 4 (fluent speaker)</u>			
Number	0	0	0
Percent	0	0	0
District number	72	58	39
District percent	20	22	33
<u>Level 5 (fluent speaker)</u>			
Number	0	0	0
Percent	0	0	0
District number	36	47	23
District percent	10	18	19
<u>Potential LEP students not tested</u>			
Number	0	1	0
Percent	0	11	0
District number	26	66	43
District percent	7	20	26

Note. A rating of Level 3 or below is one of the criteria for LEP status.

III. ACHIEVEMENT

NORM-REFERENCED ACHIEVEMENT RESULTS FOR TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

001 BRYAN ADAMS

Grade 9

NORTHEAST SUBDISTRICT

Statistic	Grade 8 Spring 81	Grade 9 Spring 81	Grade 9 Spring 82	District Grade 9 Spring 82
READING				
Median national percentile		51	46	26
Percent greater than or = 25th percentile		78	70	50
Percent greater than or = 50th percentile		50	45	25
Percent greater than or = 75th percentile		26	22	12
Number tested		500	460	8145
Percent eligible tested		90	92	84
MATHEMATICS				
Median national percentile		50	46	25
Percent greater than or = 25th percentile		77	77	53
Percent greater than or = 50th percentile		53	47	28
Percent greater than or = 75th percentile		25	23	11
Number tested		499	460	8154
Percent eligible tested		89	92	84
WRITTEN EXPRESSION				
Median national percentile		50	52	34
Percent greater than or = 25th percentile		79	78	60
Percent greater than or = 50th percentile		55	54	32
Percent greater than or = 75th percentile		29	29	13
Number tested		501	458	8150
Percent eligible tested		90	91	84
USING SOURCES				
Median national percentile		52	48	33
Percent greater than or = 25th percentile		78	78	62
Percent greater than or = 50th percentile		50	48	32
Percent greater than or = 75th percentile		25	24	14
Number tested		501	460	8142
Percent eligible tested		90	92	84
SOCIAL STUDIES				
Median national percentile		52	50	26
Percent greater than or = 25th percentile		80	76	52
Percent greater than or = 50th percentile		54	50	27
Percent greater than or = 75th percentile		25	28	11
Number tested		494	460	8142
Percent eligible tested		89	92	84
SCIENCE				
Median national percentile		45	42	22
Percent greater than or = 25th percentile		75	68	48
Percent greater than or = 50th percentile		45	42	22
Percent greater than or = 75th percentile		20	19	9
Number tested		495	460	8136
Percent eligible tested		89	92	84

NORM-REFERENCED ACHIEVEMENT RESULTS FOR
TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

001 BRYAN ADAMS

Grade 10

NORTHEAST SUBDISTRICT

Statistic	Grade 9 Spring 81	Grade 10 Spring 81	Grade 10 Spring 82	District Grade 10 Spring 82
READING				
Median national percentile	51	45	54	27
Percent greater than or = 25th percentile	78	76	76	53
Percent greater than or = 50th percentile	51	47	54	30
Percent greater than or = 75th percentile	26	26	26	14
Number tested	471	550	465	7555
Percent eligible tested	86	90	90	86
MATHEMATICS				
Median national percentile	53	49	49	27
Percent greater than or = 25th percentile	76	74	78	54
Percent greater than or = 50th percentile	55	48	48	26
Percent greater than or = 75th percentile	26	22	27	12
Number tested	471	550	464	7564
Percent eligible tested	86	90	90	86
WRITTEN EXPRESSION				
Median national percentile	52	50	62	32
Percent greater than or = 25th percentile	80	77	81	61
Percent greater than or = 50th percentile	56	52	63	36
Percent greater than or = 75th percentile	31	30	39	17
Number tested	471	547	464	7569
Percent eligible tested	86	90	90	86
USING SOURCES				
Median national percentile	52	47	51	31
Percent greater than or = 25th percentile	80	77	74	59
Percent greater than or = 50th percentile	51	49	53	30
Percent greater than or = 75th percentile	26	24	24	14
Number tested	471	547	465	7530
Percent eligible tested	86	90	90	85
SOCIAL STUDIES				
Median national percentile	52	48	53	27
Percent greater than or = 25th percentile	79	76	76	52
Percent greater than or = 50th percentile	54	50	53	28
Percent greater than or = 75th percentile	27	27	27	12
Number tested	468	544	464	7533
Percent eligible tested	85	89	90	85
SCIENCE				
Median national percentile	45	46	43	24
Percent greater than or = 25th percentile	73	73	69	49
Percent greater than or = 50th percentile	45	46	44	22
Percent greater than or = 75th percentile	20	23	21	10
Number tested	469	541	464	7530
Percent eligible tested	85	89	90	85

NORM-REFERENCED ACHIEVEMENT RESULTS FOR TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

001 BRYAN ADAMS

Grade 11

NORTHEAST SUBDISTRICT

Statistic	Grade 10 Spring 81	Grade 11 Spring 81	Grade 11 Spring 82	District Grade 11 Spring 82
READING				
Median national percentile	45	53	46	29
Percent greater than or = 25th percentile	76	79	76	56
Percent greater than or = 50th percentile	48	53	43	30
Percent greater than or = 75th percentile	26	31	23	15
Number tested	515	531	466	6234
Percent eligible tested	89	90	89	84
MATHEMATICS				
Median national percentile	49	50	46	28
Percent greater than or = 25th percentile	73	73	71	52
Percent greater than or = 50th percentile	48	51	48	29
Percent greater than or = 75th percentile	23	24	24	13
Number tested	515	531	467	6251
Percent eligible tested	89	90	89	84
WRITTEN EXPRESSION				
Median national percentile	50	56	47	30
Percent greater than or = 25th percentile	77	79	75	58
Percent greater than or = 50th percentile	52	57	50	33
Percent greater than or = 75th percentile	30	30	26	16
Number tested	512	531	467	6236
Percent eligible tested	89	90	89	84
USING SOURCES				
Median national percentile	47	54	48	29
Percent greater than or = 25th percentile	77	79	75	58
Percent greater than or = 50th percentile	49	53	49	32
Percent greater than or = 75th percentile	23	30	26	16
Number tested	511	532	467	6216
Percent eligible tested	89	90	89	84
SOCIAL STUDIES				
Median national percentile	48	52	48	28
Percent greater than or = 25th percentile	77	80	72	54
Percent greater than or = 50th percentile	50	53	49	29
Percent greater than or = 75th percentile	26	26	22	13
Number tested	511	534	467	6215
Percent eligible tested	89	91	89	84
SCIENCE				
Median national percentile	45	44	40	22
Percent greater than or = 25th percentile	74	76	67	47
Percent greater than or = 50th percentile	46	47	41	23
Percent greater than or = 75th percentile	23	23	18	10
Number tested	508	532	466	6213
Percent eligible tested	88	90	89	84

SPRING 1982 RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Statistic	Functional Application							Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
GRADE 9								
Number of students tested	163	163	163	162	163	162	161	161
Percent of students tested	87	87	87	87	87	87	86	86
Percent of students tested answering correctly:								
50 percent or more of the items	87	91	80	77	83	61	78	85
70 percent or more of the items	67	59	67	46	53	31	51	47
GRADE 10								
Number of students tested	112	112	112	112	112	112	112	112
Percent of students tested	84	84	84	84	84	84	84	84
Percent of students tested answering correctly:								
50 percent or more of the items	90	90	86	80	86	71	79	88
70 percent or more of the items	66	60	70	54	61	31	57	56
GRADE 11								
Number of students tested	56	56	56	56	56	55	55	55
Percent of students tested	80	80	80	80	80	79	79	79
Percent of students tested answering correctly:								
50 percent or more of the items	91	95	91	89	93	71	93	95
70 percent or more of the items	64	63	64	48	64	40	64	53
GRADE 12								
Number of students tested	29	29	29	29	29	28	29	28
Percent of students tested	83	83	83	83	83	80	83	80
Percent of students tested answering correctly:								
50 percent or more of the items	100	97	100	97	97	86	90	96
70 percent or more of the items	83	76	69	83	90	46	69	75

Note. The functional applications are: (1) consumerism, (2) community, (3) medical, (4) home, (5) employment, (6) government and (7) information sources.

CUMULATIVE RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Statistic	Grade				Total
	(9)	(10)	(11)	(12)	
Number of students tested	488	512	514	498	2012
Percent of students tested	95	96	97	99	97
Number of students passed	403	463	488	491	1845
Percent of students passed	83	90	95	99	92

Note. The criterion for passing is a score of at least 70% correct (87 of 125 items).

DISTRICT SPRING 1982 RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

Statistic	Functional Application							Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
GRADE 9								
Number of students tested	4429	4427	4418	4413	4403	4395	4382	4380
Percent of students tested	77	77	76	76	76	76	76	76
Percent of students tested answering correctly:								
50 percent or more of the items	86	88	81	71	83	60	76	82
70 percent or more of the items	57	49	51	32	50	20	47	38
GRADE 10								
Number of students tested	2755	2753	2750	2747	2746	2738	2732	2731
Percent of students tested	75	75	75	75	75	75	74	74
Percent of students tested answering correctly:								
50 percent or more of the items	91	91	86	79	88	65	82	89
70 percent or more of the items	63	52	57	37	57	22	50	43
GRADE 11								
Number of students tested	1612	1612	1612	1612	1611	1607	1603	1602
Percent of students tested	76	76	76	76	76	75	75	75
Percent of students tested answering correctly:								
50 percent or more of the items	94	94	91	86	93	76	88	93
70 percent or more of the items	71	61	66	47	66	29	60	55
GRADE 12								
Number of students tested	1101	1101	1101	1100	1099	1098	1098	1096
Percent of students tested	75	75	75	74	74	74	74	74
Percent of students tested answering correctly:								
50 percent or more of the items	94	94	84	85	92	72	82	91
70 percent or more of the items	63	61	52	49	71	30	52	51

Note. The functional applications are: (1) consumerism, (2) community, (3) medical, (4) home, (5) employment, (6) government and (7) information sources.

DISTRICT CUMULATIVE RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

Statistic	Grade				Total
	(9)	(10)	(11)	(12)	
Number of students tested	8546	8029	6879	6264	29718
Percent of students tested	86	90	93	94	90
Number of students passed	5820	6477	6163	5731	24191
Percent of students passed	68	81	90	91	81

Note. The criterion for passing is a score of at least 70% correct (87 of 125 items).

TEXAS ASSESSMENT OF BASIC SKILLS (TABS)
RESULTS FOR SPRING 1981 AND SPRING 1982

001 BRYAN ADAMS

Grade 9

NORTHEAST SUBDISTRICT

Objective	Percent Mastering			District
	Spring 81	Spring 82	Spring 82	
MATHEMATICS				
1. Add/subtract whole numbers.	96	95	92	
2. Multiply/divide whole numbers.	89	89	82	
3. Solve problems: +, -, X, /.	68	63	48	
4. Use fractions/mixed numbers: +, -, X.	63	59	49	
5. Use decimals: +, -, X, /.	76	79	68	
6. Solve personal finance problems.	54	60	42	
7. Solve problems using money.	84	92	83	
8. Use measurement units.	76	78	65	
9. Use ratio/proportion/percent	57	50	38	
10. Read maps.	86	91	78	
11. Read, interpret charts, graphs.	96	93	86	
Students tested: 476				
Percent tested: 94 Mathematics total	77	75	62	
READING				
1. Identify main idea.	71	71	52	
2. Sequence events.	75	74	60	
3. Perceive cause-effect	82	75	61	
4. Evaluate information.	74	76	57	
5. Distinguish fact, non-fact.	70	69	50	
6. Draw conclusions.	71	80	60	
7. Make generalizations.	60	65	51	
8. Follow written directions.	93	96	85	
9. Use parts of book.	69	70	54	
10. Use reference skills.	90	88	73	
11. Use maps, charts.	77	83	65	
Students tested: 471				
Percent tested: 93 Reading total	74	78	56	
WRITING				
1. Spelling.	88	91	81	
2. Punctuation.	74	87	70	
3. Capitalization.	89	95	83	
4. Correct English usage.	72	77	56	
5. Sentence structure.	87	83	71	
6. Commonly used forms.	90	92	80	
Handwriting:				
Legible	100	100	100	
Illegible	0	0	0	
Organization of ideas, appropriate response				
-- purpose/audience:				
2,3 or 4	92	85	65	
0 or 1	8	15	35	
Students tested: 467				
Percent tested: 92 Writing total	89	84	62	

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted.

SPRING 1982 RESULTS AND
CUMULATIVE SUMMARY FOR
TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

001 BRYAN ADAMS

Grade 10

NORTHEAST SUBDISTRICT

Objective	Percent Mastering		
	Spring 82	District Spring 82	
MATHEMATICS			
1. Add/subtract whole numbers.	95		91
2. Multiply/divide whole numbers.	83		74
3. Solve problems: +, -, X, /.	41		32
4. Use fractions/mixed numbers: +, -, X.	38		27
5. Use decimals: +, -, X, /.	66		58
6. Solve personal finance problems.	39		28
7. Solve problems using money.	84		80
8. Use measurement units.	62		52
9. Use ratio/proportion/percent.	30		26
10. Read maps.	82		68
11. Read, interpret charts, graphs.	89		84
Students tested (1982):	107		
Percent tested (1982):	64	Math total (1982)	61
Students tested (1980-82):	470		45
Percent tested (1980-82):	89	Math total (1980-82)	81
READING			
1. Identify main idea.	56		38
2. Sequence events.	66		50
3. Perceive cause-effect.	68		50
4. Evaluate information.	58		43
5. Distinguish fact, non-fact.	42		34
6. Draw conclusions.	64		46
7. Make generalizations.	51		39
8. Follow written directions.	84		83
9. Use parts of book.	59		44
10. Use reference skills.	75		64
11. Use maps, charts.	70		56
Students tested (1982):	113		
Percent tested (1982):	62	Reading total (1982)	60
Students tested (1980-82):	461		37
Percent tested (1980-82):	87	Reading total (1980-82)	81
WRITING			
1. Spelling.	82		72
2. Punctuation.	72		57
3. Capitalization.	78		70
4. Correct English usage.	69		41
5. Sentence structure.	71		55
6. Commonly used forms.	82		72
Handwriting:			
Legible	100		100
Illegible	0		0
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	68		52
0 or 1	32		48
Students tested (1982):	65		
Percent tested (1982):	51	Writing total (1982)	68
Students tested (1980-82):	467		47
Percent tested (1980-82):	88	Writing total (1980-82)	90

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted. The totals for 1980-82 represent the percent of students currently in this grade who have ever passed the TABS.

SPRING 1982 RESULTS AND
CUMULATIVE SUMMARY FOR
TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

001 BRYAN ADAMS

Grade 11

NORTHEAST SUBDISTRICT

Objective	Percent Mastering		
	Spring 82	District Spring 82	
MATHEMATICS			
1. Add/subtract whole numbers.	93		89
2. Multiply/divide whole numbers.	79		76
3. Solve problems: +, -, X, /.	55		34
4. Use fractions/mixed numbers: +, -, X.	41		24
5. Use decimals: +, -, X, /.	59		57
6. Solve personal finance problems.	41		32
7. Solve problems using money.	86		82
8. Use measurement units.	64		56
9. Use ratio/proportion/percent.	41		28
10. Read maps.	74		68
11. Read, interpret charts, graphs.	91		84
Students tested (1982):	58		
Percent tested (1982):	41	Math total (1982)	50
Students tested (1980-82):	453		46
Percent tested (1980-82):	84	Math total (1980-82)	94
			87
READING			
1. Identify main idea.	59		43
2. Sequence events.	63		56
3. Perceive cause-effect.	55		54
4. Evaluate information.	51		46
5. Distinguish fact, non-fact.	39		35
6. Draw conclusions.	61		50
7. Make generalizations.	53		45
8. Follow written directions.	84		83
9. Use parts of book.	65		47
10. Use reference skills.	78		64
11. Use maps, charts.	63		57
Students tested (1982):	51		
Percent tested (1982):	40	Reading total (1982)	57
Students tested (1980-82):	461		44
Percent tested (1980-82):	86	Reading total (1980-82)	95
			88
WRITING			
1. Spelling.	87		80
2. Punctuation.	84		66
3. Capitalization.	100		78
4. Correct English usage.	71		50
5. Sentence structure.	79		68
6. Commonly used forms.	82		80
Handwriting:			
Legible	100		100
Illegible	0		0
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	68		57
0 or 1	32		43
Students tested (1982):	38		
Percent tested (1982):	25	Writing total (1982)	66
Students tested (1980-82):	423		55
Percent tested (1980-82):	79	Writing total (1980-82)	97
			89

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted. The totals for 1980-82 represent the percent of students currently in this grade who have ever passed the TABS.

EXEMPTIONS FROM 1982
SYSTEM-WIDE TESTING PROGRAM
BY CATEGORY

001 BRYAN ADAMS

NORTHEAST SUBDISTRICT

Category	Grade			
	(9)	(10)	(11)	(12)
NORM-REFERENCED				
Number special education exemptions	19	25	19	
Number LEP exemptions	0	0	0	
Number skill deficiency exemptions	0	0	0	
Total	19	25	19	
Percent of enrollment	3.6	4.6	3.5	
CRITERION-REFERENCED				
BOAT:				
Number special education exemptions	19	24	18	15
Number LEP exemptions	0	0	0	0
Number skill deficiency exemptions	0	0	0	0
Total	19	24	18	15
Percent of enrollment	3.6	4.4	3.3	2.9
TABS:				
Number special education exemptions	19	24	18	
Number LEP exemptions	0	0	0	
Number skill deficiency exemptions	0	0	0	
Total	19	24	18	
Percent of enrollment	3.6	4.4	3.3	
DISTRICT NORM-REFERENCED				
Number special education exemptions	553	515	388	
Number LEP exemptions	212	41	16	
Number skill deficiency exemptions	0	0	0	
Total	765	556	404	
Percent of enrollment	7.3	5.9	5.2	
DISTRICT CRITERION-REFERENCED				
BOAT:				
Number special education exemptions	550	500	383	298
Number LEP exemptions	29	7	1	0
Number skill deficiency exemptions	0	0	0	0
Total	579	507	384	298
Percent of enrollment	5.5	5.4	4.9	4.4
TABS:				
Number special education exemptions	549	500	382	
Number LEP exemptions	0	0	0	
Number skill deficiency exemptions	0	0	0	
Total	549	500	382	
Percent of enrollment	5.2	5.3	4.9	

Note. The norm-referenced test is TAP.

IV. GLOSSARY

GLOSSARY

average daily membership

The average number of students enrolled on any given day. Computed from Principal's Statistical Reports.

average daily transactions per 100 students

The average number of student transactions (newly enrolled, reenrolled, transferred in or out) on any given day, expressed as a percentage of average daily membership.

average number of days absent per teacher

Absences for whatever reason (authorized or not) are included in this calculation.

eligible to be tested

Students identified by the District's student database as being enrolled at the time of testing, excluding special education students who are not mainstreamed and those students identified by school personnel to be exempted from one or more tests.

free or reduced lunch, students eligible to receive

Students identified on the District's student database as being eligible to participate in the District's free or reduced lunch program.

LEP students

Students identified on the District's student database as having limited English proficiency (LEP).

median

That point in a distribution that divides the distribution in half. The midpoint of a distribution.

median experience

The median number of years experience for a given population of teachers.

new students

Excluding those entering kindergarten, students who were counted as members of a specified population (school, subdistrict, ethnic group, etc.) for the first time during 1981-82.

number LEP exemptions

The number of students who took the CTBS Espanol or who were identified by school personnel as having been exempted from one or more tests because of limited English proficiency.

number skill deficiency exemptions

The number of students who were identified by school personnel as having been exempted from one or more tests because of skill deficiency.

number special education exemptions

The number of students who were exempted from testing based on the District's special education database or who were identified by school personnel as having been exempted from one or more tests because of their special education status.

number tested

The number of students in the population identified for whom valid test scores were available, less those students whose scores were exempted by school personnel or District policy.

percent average daily attendance

The percentage of average daily membership in attendance on any given day.

percent eligible tested or percent tested

The number tested expressed as a percentage of the number of students in the population eligible to be tested.

potential LEP students not tested

Students whose English test screening indicated limited Englishability (i.e., a score of 1-3 on the LAS or a score of 1-4 on the PALS) and for whom no valid LAS (Spring administration) score was assigned.

pupil/teacher ratio

The number of students enrolled (less special education students who were exempted from testing based on the District's special education database) divided by the number of teachers (less special education teachers).

special education students

Students identified by the District's special education database as receiving any form of special education services.

special education teachers

Teachers identified by the District's personnel database as having Job Code 606.

teachers who are teaching in the bilingual program

Teachers identified on the District's personnel database as being bilingual teachers.

Title I students

Students identified on the District's student database as receiving Title I services in reading and/or mathematics.

SPECIAL REPORT ON
PUPIL ACHIEVEMENT 1981-82
FOR
ROBERT E. LEE ELEMENTARY SCHOOL

Dallas, Texas
July 1982

Note to Reviewer:

This document and the two submitted with it are specimens from a large set of similar documents each individually tailored for specific school facilities and/or administrative branches. In all, over 180 separate documents were produced. This particular report is representative of the subset distributed to elementary schools. Other reports, similar in format but unique in content, were produced for middle schools, high schools, and each of five subdistricts.

The production of the entire series of reports was computer-driven. Answer sheets were scanned on a Westinghouse, Model 201, optical scanner yoked to an HP2100 minicomputer. Raw test records resulting from this process were then transferred to a Burroughs 6700 mainframe computer where they were subjected to an extensive series of data editing and data analysis procedures. Output from these procedures was, in turn, directed to a XEROX 9700 Electronic Printing System on which previously designed forms existed in memory. The selection of appropriate forms for specific data was programmatically controlled. The full set of reports were printed in one stream.

Tm 830 363



dallas independent school district

Linus Wright, General Superintendent

Office of the Superintendent
Otto M. Fridia
Deputy Superintendent

Department of Research, Evaluation,
and Information Systems
William J. Webster, Administrator

SPECIAL REPORT ON
PUPIL ACHIEVEMENT 1981-82 FOR

ROBERT E. LEE
2911 DELMAR AVE.

IS82-000-174

Co-authored by Information Systems Staff

Approved Report of the Department of
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Dallas, Texas
July 1982

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I. INTRODUCTION AND DESCRIPTION OF TABLES

INTRODUCTION

Through its system-wide testing program the District each year makes a large investment, in terms of time, materials, and personnel, in an effort to collect and report assessment data on the achievement of its pupils. The overall purpose of collecting and reporting these data is to improve curriculum and instruction. To this end, test data are used by personnel at all levels of organization throughout the District, including teachers, counselors, principals, evaluators, and administrators. Ultimately, test data are used by the Board of Education as one means of demonstrating the District's accountability to the general public.

Each year data collected through the testing program are summarized in a variety of ways in several different reports, each designed to meet the needs of a particular audience. Thus, teachers and counselors receive test score reports on individual pupils whereas administrators and school board members receive summary profiles of subdistrict and district-wide achievement. Additionally, executive-level administrators and school board members receive interpretive analyses of system-wide achievement, in which test data are aggregated at a more global level.

This year's series of special reports is similar to those produced in previous years with a few notable modifications and improvements. Perhaps the most apparent improvement is the enhanced quality of the print format. The entire report, including the tables and the page you are now reading, was produced by the District's computer using the programmable page printer recently acquired by Data Processing. The result is a cleaner, less cluttered look.

Although less apparent, other modifications are more important. Those familiar with this series may notice that the tables displaying summaries of achievement no longer carry an ethnicity breakdown. Many principals had remarked that the inclusion of results by ethnicity was not particularly useful to them. However, achievement results by ethnicity are still available, either through the subdistrict offices or through the Office of Testing and Information Systems.

Some new tables have been added that were not provided in reports of earlier years. These include tables summarizing the results of the Language Assessment Survey (LAS), the results of the new Assessment of Baseline Curriculum (ABC) (for schools containing grades 1 through 3), and results of the Texas Assessment of Basic Skills (TABS) (for schools containing grades 3, 5, or 9 through 11).

In preparing this report considerable attention was given to the accuracy of the data displayed in the tables. Statistics were checked and rechecked, often according to two or more procedures. Nevertheless, some inaccuracies could exist. For instance, if a pupil's test record contained incorrect values for any of the classification codes (i.e., grade level, test level, ethnicity, school location number), then that pupil was misclassified and his or her data were included in the wrong summary table. If such errors exist they are probably few in number and virtually impossible to detect.

The careful reader of this report may detect the absence of interpretations and conclusions. Given the timeframe within which this report had to be produced, it would have been impossible to peruse each school's report systematically with the goal of arriving at generalizations and conclusions. This task has been left to the reader. However, when studying the data in this document, the reader should be aware of the following limitations:

1. The data presented in the tables are basically descriptive in nature. They simply describe pupil achievement levels and related environmental variables. Inferences concerning causal relationships should be made with caution and should be held as tentative until substantiated through supportive research.
2. Measured achievement levels are dependent upon a number of conditions other than actual student achievement. For example, test administration procedures and the degree of appropriateness of test norms contribute significantly to the meaning of test results.

3. Measured achievement levels are closely related to a number of sociological background factors.

4. Standardized achievement tests weigh all test items equally, although test content experts acknowledge a broad scale of importance among them. Hence, test results are not intended to lead directly to judgements concerning the quality of schools, teachers and curricula. If scores are notably high or low, then a closer look is warranted to discover causes for such scores.

5. All norm-referenced achievement tests, like the ITBS and the TAP, are designed to differentiate between performances which are very much alike; in the central part of the percentile scale a small change in raw score causes a notable change in norm score. Thus, any norm score falling within an interval about the 50th percentile can be regarded as a measure of normal performance. The generally accepted size of such an interval is one quartile in each direction from the 50th percentile, creating an interval of normal performance extending from 25 to 75 on the percentile scale.

DESCRIPTION OF TABLES

In this section the tables appearing in the series of reports are described. Since the inclusion of specific tables in any particular school's report depends upon the grade-level configuration of the school, all the tables described in this section may not appear in this particular report. For instance, if the school for which this report is written is an elementary school, tables summarizing performance on the Tests of Achievement and Proficiency (TAP), administered only to high school students, do not appear. Conversely, tables summarizing performance on the Iowa Tests of Basic Skills (ITBS) do not appear in reports written for high schools.

General Comments Concerning all Tables

Occasionally tables contain blanks where summary statistics are expected. There are several reasons for this, the usual one being that there were not enough students in a particular subgroup to insure anonymity in reporting test results. The criterion used in deciding whether to report a statistical summary was that there be at least six students in a particular classification before a summary would be printed. This explanation should account for most of the blanks appearing in the tables.

There are other reasons for some of the specific instances where blanks appear. Thus, in the table summarizing first grade performance on the ITBS, no statistics are reported under the column headed "Grade K / Spring 81", the reason being that kindergarten pupils are administered the Metropolitan Readiness Tests (MRT), the results of which are not comparable with the ITBS. Similarly, the table describing ninth-grade TAP performance contains no data under the heading "Grade 8 / Spring 81", because ITBS scores obtained on eighth graders are not directly comparable to TAP scores obtained from ninth graders.

The summary statistics appearing in the tables, identified by row and column headings, have for the most part been defined in a glossary at the end of this report. Many statistics, e.g. "%26-35 years" under the heading "Teaching experience" in the table summarizing teacher characteristics, have obvious meaning from their context and, hence, do not appear in the glossary. Nevertheless, it may be prudent of the reader at least to scan the glossary in order to gain familiarity with the terms given there.

Teacher Characteristics

This table displays summaries of selected teacher characteristics, for the past two years, for both the school and District. These summaries are derived from the District's distribution of teachers as of April 1982, a point in time close to system-wide test administrations.

Enrollment and Attendance

This table summarizes student enrollment and attendance patterns, by grade level over the past two years, for both the school and District. The table is considerably shorter than those presented in previous years. This year only the average daily membership, the percent average daily attendance, and ethnic percentages of enrollment (computed as percentages of average daily membership) are displayed by grade level.

Student Nonattendance Statistics for 1981-82 by Categories

This table, which appears only in reports written for secondary schools, summarizes the nonattendance of secondary school students by grade level, sex, and ethnic classification for both the school and District.

**Student Nonattendance Statistics
for 1981-82 by Class Period**

This table, available in secondary school reports, summarizes the nonattendance of secondary school students by class period for the school and District.

**Educational and Occupational
Pursuits of the 1981 Graduates**

This table summarizes the results of a telephone survey of the Class of 1981. Included are numbers and percentages of graduates attending school, employed, and unemployed. Statistics are given by sex and ethnic classification for the school.

**District-wide Survey of
Educational and Occupational
Pursuits of the 1981 Graduates**

This table is similar to the previous table, except that results are summarized for the District.

**Spring 1982 Results for
Language Assessment Survey (LAS)**

This table displays the number and percent of students surveyed at each proficiency level identified by the LAS. Statistics are given by grade level for the school and District. This table does not appear for schools that did not administer the LAS.

**Norm-Referenced Achievement Results for
Metropolitan Readiness Tests Level 2 (MRT)**

This table summarizes the performance of kindergarten pupils on the four major subtests and composite scores of the MRT. Within each subtest reported, results are summarized in terms of the percentage of pupils tested who scored high, average or low. In addition, the number of pupils attempting each subtest and, for the Pre-reading Composite and Battery Total, the median percentiles are also given.

Determination of high, average, and low scoring on the MRT is made on the basis of the particular stanine in which a pupil's score falls. Thus, those pupils who attain scores falling in the first, second, or third stanine are deemed low-scoring pupils. Those whose scores fall into the fourth, fifth, or sixth stanine are deemed average-scoring pupils. Similarly, those whose scores fall into the seventh, eighth, or ninth stanine are deemed high-scoring pupils. In the national norming sample, approximately 54 percent of tested kindergarten pupils attain scores which are considered average, while approximately 23 percent are classified into each of the other two categories.

The median percentiles reported for Pre-reading Composite and Battery Total are national percentile equivalents of the raw scores attained by the median scoring students in the local population. Thus, a median percentile of 43, say, would indicate that the middle-scoring pupil in the local group attained a raw score equivalent to that attained by the student at the 43rd percentile in the norming population.

**Norm-Referenced Achievement Results
for Iowa Tests of Basic Skills (ITBS)**

This table summarizes performance on the ITBS, by grade level, for the school and District. There is one table per grade and four populations on each table for which statistics are reported. The first column of statistics are based on the Spring 1981 test scores of students in the grade presented who were enrolled in the school during the fall of 1981. This column of statistics is left blank for grade 1 tables. The second column represents the Spring 1981 results for the previous class of the grade being presented. The third column displays the Spring 1982 results for the

grade presented. Finally, the fourth column shows Spring 1982 District-wide performance for the grade presented. The statistics reported are:

MEDIAN NATIONAL PERCENTILE. The national percentile equivalent attained by the median- (or middle-) scoring pupil in the group. For example, a median percentile of 47 for a group of seventh graders would imply that the pupil scoring at the midpoint of this group was slightly below that of the pupil scoring at the midpoint nationally.

PERCENT GREATER THAN OR = THE 25TH, 50TH AND 75TH NATIONAL PERCENTILE. The percentage of pupils in the group attaining scores greater than or equal to the 25th, 50th, and 75th national percentiles, respectively. Note that these percentages are cumulative in reverse order. Thus, those pupils who scored at or above the national 50th percentile are, in turn, included among those who scored at or above the 25th percentile. Since a rough rule of thumb is to consider as average all pupils who scored between the 25th and 75th national percentiles, a quick indication of the local percentage of pupils who were either average or above average is provided by the percent greater than or equal to the 25th percentile.

NUMBER TESTED. The number of pupils for whom complete test records existed. A complete test record for a test (or subtest) was defined as one which showed that the pupil had attempted at least 10 items.

PERCENT ELIGIBLE TESTED. The number of students tested expressed as a percentage of the number of students eligible to be tested.

**Norm-Referenced Achievement Results
for Iowa Tests of Basic Skills (ITBS) and
Comprehensive Tests of Basic Skills Español (CTBS)**

This table is similar to the previous table with the addition of statistics summarizing results on the CTBS. This table appears only in reports for those schools in which the CTBS was administered.

**Norm-Referenced Achievement Results for
Tests of Achievement and Proficiency (TAP)**

This table summarizes high school performance on the TAP for the school and District. There is one table per grade and four populations on each table for which statistics are reported. The first column of statistics are based on the Spring 1981 test scores of students in the grade presented who were enrolled in the school during the fall of 1981. This column of statistics is left blank for grade 9 tables. The second column represents the Spring 1981 results for the previous class of the grade being presented. The third column displays the Spring 1982 results for the grade presented. Finally, the fourth column shows Spring 1982 District-wide performance for the grade presented. The statistics reported for each major subtest are:

MEDIAN NATIONAL PERCENTILE. The national percentile equivalent attained by the median- (or middle-) scoring pupil in the group. For example, a median percentile of 47 for a group of tenth graders would imply that the pupil scoring at the midpoint of this group was slightly below that of the pupil scoring at the midpoint nationally.

PERCENT GREATER THAN OR = THE 25TH, 50TH AND 75TH NATIONAL PERCENTILE. The percentage of pupils in the group attaining scores greater than or equal to the 25th, 50th, and 75th national percentiles, respectively. Note that these percentages are cumulative in reverse order. Thus, those pupils who scored at or above the national 50th percentile are, in turn, included among those who scored at or above the 25th percentile. Since a rough rule of thumb is to consider as average all pupils who scored between the 25th and 75th national percentiles, a quick indication of the local

percentage of pupils who were either average or above average is provided by the percent greater than or equal to the 25th percentile.

NUMBER TESTED. The number of pupils for whom complete test records existed. A complete test record for a test (or subtest) was defined as one which showed that the pupil had attempted at least 10 items.

PERCENT ELIGIBLE TESTED. The number of students tested expressed as a percentage of the number of students eligible to be tested.

**Spring 1982 Results for
Assessment of Baseline Curriculum (ABC)**

This table summarizes performance on the ABC for the school (grades 1-3). Displayed are the percentages of students, by grade level, who have mastered each objective in Mathematics and Language Arts.

**District-wide Spring 1982 Results
for Assessment of Baseline Curriculum (ABC)**

This table is similar to the previous table, except that results are summarized for the District.

**Basic Objectives Assessment Test (BOAT)
Results for Spring 1981 and Spring 1982**

This table summarizes eighth-grade BOAT performance for the school over the past two years. Summary results are displayed for each of seven functional applications and the total test. The number of students tested, for each subtest and composite, represents the number of complete test records available.

The percent of students tested is the number of students tested expressed as a percentage of the number of students eligible to be tested. The median raw score is the raw score (number of items correct) attained by the pupil at the midpoint in the distribution of raw scores, while the median percent correct is the percentage of correct items attained by the median-scoring pupil.

**Spring 1982 Results for Basic
Objectives Assessment Test (BOAT)**

**Cumulative Results for Basic
Objectives Assessment Test (BOAT)**

These two tables summarize high school performance on the BOAT for the school. The first table summarizes results from 1981-82 by grade level. The second table summarizes performance for those high school students enrolled during 1981-82 who have ever taken the BOAT.

**District Spring 1982 Results for Basic
Objectives Assessment Test (BOAT)**

**District Cumulative Results for
Basic Objectives Assessment Test (BOAT)**

These two tables are similar to the previous two tables except that results are given for the District.

**Texas Assessment of Basic Skills (TABS)
Results for Spring 1981 and Spring 1982**

This table summarizes third-, fifth- and ninth-grade performance on the TABS for the school and District over the past two years. Results in this table may differ slightly from those printed earlier by the commercial scoring services because the records of test-exempt special education students have been omitted.

**Spring 1982 Results and
Cumulative Summary for
Texas Assessment of Basic Skills (TABS)**

This table summarizes the TABS performance of high school students who took the ninth-grade TABS in 1981-82 and/or in previous years. Results are given for grades 10 and 11 for both the school and District.

**Exemptions From 1982 System-wide
Testing Program by Category**

This table displays the number and percentages of students exempted from participating in the various subprograms of the system-wide testing program. Students could have been exempted from any test by reason of being in certain special education programs, having limited English proficiency, or being severely skill-deficient. The reader should note that in some instances the number of exemptions due to special education may be larger than the number designated by local school personnel at the time of testing. In this report, only those special education students receiving services under instructional arrangements A through D (mainstreamed) and/or those identified only as being speech-handicapped or pregnant were eligible for inclusion.

II. SCHOOL RELATED DATA

TEACHER CHARACTERISTICS

174 ROBERT E. LEE

NORTHEAST SUBDISTRICT

Teacher Variables	1980-81	1981-82	District 1981-82
Number of teachers	18	17	3280
% Male	17	12	10
% Female	83	88	90
<u>Ethnicity</u>			
% White	61	59	59
% Black	6	12	33
% Hispanic	33	29	8
% American Indian	0	0	0
% Asian	0	0	0
<u>Educational level</u>			
% with no degree	0	0	0
% with Bachelors degree	72	59	50
% with Masters degree	28	41	49
% with Doctorate degree	0	0	1
<u>Teaching experience</u>			
% 0 - 5 years	50	24	32
% 6 - 10 years	39	53	23
% 11 - 15 years	11	24	17
% 16 - 20 years	0	0	12
% 21 - 40 years	0	0	16
Median experience	6	8	9
<u>Age</u>			
% less than 26 years	17	6	11
% 26-35 years	50	59	37
% 36-45 years	28	29	24
% 46-55 years	0	0	19
% 56-65 years	6	6	8
% over 65 years	0	0	1
Median age	32	34	36
Pupil/teacher ratio	21.5	22.4	26.4
Average number of days absent per teacher	4.4	4.9	5.8
Number of special education teachers	3	3	279
Number of teachers who are teaching in the bilingual program	5	4	232

Note. District summaries are based on elementary teachers only.

ENROLLMENT AND ATTENDANCE

174 ROBERT E. LEE

NORTHEAST SUBDISTRICT

Student Variables	District		
	1980-81	1981-82	1981-82
GRADE K			
Average daily membership	49	46	8838
Percent average daily attendance	91.8	91.3	91.7
<u>Enrollment by ethnicity (%)</u>			
% White	46.2	29.1	23.4
% Black	0.0	0.0	47.7
% Hispanic	51.9	70.9	27.0
% American Indian	0.0	0.0	0.4
% Asian	1.9	0.0	1.5
GRADE 1			
Average daily membership	63	56	11340
Percent average daily attendance	93.7	94.6	93.3
<u>Enrollment by ethnicity (%)</u>			
% White	41.0	34.5	24.3
% Black	1.6	0.0	44.9
% Hispanic	57.4	61.8	28.4
% American Indian	0.0	0.0	0.5
% Asian	0.0	3.6	1.8
GRADE 2			
Average daily membership	50	56	10095
Percent average daily attendance	96.0	96.4	94.4
<u>Enrollment by ethnicity (%)</u>			
% White	47.8	40.4	25.6
% Black	0.0	0.0	46.6
% Hispanic	52.2	56.1	25.9
% American Indian	0.0	1.8	0.4
% Asian	0.0	1.8	1.5
GRADE 3			
Average daily membership	45	42	10135
Percent average daily attendance	95.6	97.6	94.6
<u>Enrollment by ethnicity (%)</u>			
% White	50.0	40.5	25.4
% Black	2.2	0.0	46.8
% Hispanic	45.7	57.1	25.7
% American Indian	0.0	0.0	0.4
% Asian	2.2	2.4	1.7

ENROLLMENT AND ATTENDANCE

174 ROBERT E. LEE

NORTHEAST SUBDISTRICT

Student Variables	District		
	1980-81	1981-82	1981-82
GRADE 4			
Average daily membership	55	39	9764
Percent average daily attendance	96.4	94.9	94.0
<u>Enrollment by ethnicity (%)</u>			
% White	49.0	46.5	25.9
% Black	2.0	7.0	49.3
% Hispanic	49.0	44.2	22.4
% American Indian	0.0	0.0	0.5
% Asian	0.0	2.3	2.0
GRADE 5			
Average daily membership	55	51	10315
Percent average daily attendance	94.5	94.1	93.9
<u>Enrollment by ethnicity (%)</u>			
% White	44.0	42.6	26.1
% Black	10.0	2.1	50.2
% Hispanic	46.0	55.3	21.7
% American Indian	0.0	0.0	0.3
% Asian	0.0	0.0	1.7
GRADE 6			
Average daily membership	49	38	9783
Percent average daily attendance	95.9	94.7	93.8
<u>Enrollment by ethnicity (%)</u>			
% White	51.0	45.2	26.7
% Black	4.1	11.9	52.0
% Hispanic	44.9	42.9	19.9
% American Indian	0.0	0.0	0.4
% Asian	0.0	0.0	1.0
TOTAL			
Average daily membership	372	337	124861
Percent average daily attendance	95.2	95.0	91.2
Average daily transactions per 100 students	0.27	0.24	0.27
<u>Enrollment by ethnicity (%)</u>			
% White	46.7	39.2	27.1
% Black	2.8	2.6	50.3
% Hispanic	49.9	56.4	20.7
% American Indian	0.0	0.3	0.4
% Asian	0.6	1.5	1.5
<u>Subgroups</u>			
Number of Title I students served	0	0	15624
Number of special education students	40	57	9431
Number of students receiving free or reduced lunch	151	135	64914
Number of new students	43	34	9887
Number of LEP students	78	68	7869

Note. District totals are based on grades K-12.

SPRING 1982 RESULTS FOR
LANGUAGE ASSESSMENT SURVEY (LAS)

174 ROBERT E. LEE

NORTHEAST SUBDISTRICT

Level of Proficiency	Grade						
	(K)	(1)	(2)	(3)	(4)	(5)	(6)
<u>Level 1 (non-speaker)</u>							
Number	6	6	3	0	1	1	0
Percent	67	46	27	0	33	11	0
District number	896	764	290	216	127	109	194
District percent	57	40	20	16	14	13	28
<u>Level 2 (non-speaker)</u>							
Number	1	4	2	0	0	1	0
Percent	11	31	18	0	0	11	0
District number	293	399	220	133	76	74	109
District percent	19	21	16	10	8	9	15
<u>Level 3 (limited speaker)</u>							
Number	2	2	3	1	2	1	1
Percent	22	15	27	33	67	11	33
District number	213	383	359	292	160	119	168
District percent	14	20	25	22	18	14	24
<u>Level 4 (fluent speaker)</u>							
Number	0	0	2	1	0	0	1
Percent	0	0	18	33	0	0	33
District number	98	226	265	274	223	194	146
District percent	6	12	19	21	24	23	21
<u>Level 5 (fluent speaker)</u>							
Number	0	1	1	1	0	6	1
Percent	0	8	9	33	0	67	33
District number	65	136	283	411	327	361	88
District percent	4	7	20	31	36	42	12
<u>Potential LEP students not tested</u>							
Number	2	0	4	1	2	0	0
Percent	18	0	27	25	40	0	0
District number	143	124	78	87	117	101	24
District percent	8	6	5	6	11	11	3

Note. A rating of Level 3 or below is one of the criteria for LEP status.

III. ACHIEVEMENT

**NORM-REFERENCED ACHIEVEMENT RESULTS FOR
METROPOLITAN READINESS TESTS LEVEL 2 (MRT)**

174 ROBERT E. LEE

Grade K

NORTHEAST SUBDISTRICT

Statistic	Spring 81	Spring 82	District Spring 82
AUDITORY TOTAL			
Percent high	46	8	28
Percent average	54	72	54
Percent low	0	19	18
Number tested	37	36	7795
Percent eligible tested	80	88	88
VISUAL TOTAL			
Percent high	16	22	33
Percent average	76	51	48
Percent low	8	27	19
Number tested	37	37	7887
Percent eligible tested	80	90	89
LANGUAGE TOTAL			
Percent high	14	8	21
Percent average	62	68	50
Percent low	24	24	30
Number tested	37	37	7898
Percent eligible tested	80	90	89
PRE-READING COMPOSITE			
Percent high	19	0	25
Percent average	73	78	55
Percent low	8	22	20
Median percentile	63	46	55
Number tested	37	36	7834
Percent eligible tested	80	88	89
QUANTITATIVE TOTAL			
Percent high	30	19	26
Percent average	62	59	48
Percent low	8	22	26
Number tested	37	37	7780
Percent eligible tested	80	90	88
BATTERY TOTAL			
Percent high	22	8	25
Percent average	68	72	53
Percent low	11	19	22
Median percentile	62	47	51
Number tested	37	36	7704
Percent eligible tested	80	88	87

Note. Stanines 1-3, 4-6, 7-9 are low, average and high, respectively. For TEA objectives and needs assessment add percent high and percent average to get percent average or above.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

174 ROBERT E. LEE

Grade 1

NORTHEAST SUBDISTRICT

Statistic	Grade K Spring 81	Grade 1 Spring 81	Grade 1 Spring 82	District Grade 1 Spring 82
VOCABULARY				
ITBS:				
Median national percentile		55	77	55
Percent greater than or = 25th percentile		84	92	76
Percent greater than or = 50th percentile		51	90	52
Percent greater than or = 75th percentile		22	56	27
Number tested		37	39	9634
Percent eligible tested		84	100	94
READING				
ITBS:				
Median national percentile		59	81	51
Percent greater than or = 25th percentile		95	97	82
Percent greater than or = 50th percentile		70	79	51
Percent greater than or = 75th percentile		24	69	23
Number tested		37	39	9797
Percent eligible tested		84	100	96
CTBS:				
Median local percentile		60	57	55
Percent greater than or = 25th percentile		95	82	79
Percent greater than or = 50th percentile		63	82	56
Percent greater than or = 75th percentile		37	18	31
Number tested		19	11	1094
LANGUAGE				
ITBS:				
Median national percentile		55	75	51
Percent greater than or = 25th percentile		92	97	83
Percent greater than or = 50th percentile		62	85	56
Percent greater than or = 75th percentile		27	59	31
Number tested		37	39	9594
Percent eligible tested		84	100	94
MATHEMATICS				
ITBS:				
Median national percentile		71	76	56
Percent greater than or = 25th percentile		92	95	81
Percent greater than or = 50th percentile		73	90	57
Percent greater than or = 75th percentile		43	64	29
Number tested		37	39	9545
Percent eligible tested		84	100	93
CTBS:				
Median local percentile		61	59	57
Percent greater than or = 25th percentile		89	82	79
Percent greater than or = 50th percentile		53	73	57
Percent greater than or = 75th percentile		21	18	30
Number tested		19	11	1094

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

174 ROBERT E. LEE

Grade 2

NORTHEAST SUBDISTRICT

Statistic	Grade 1 Spring 81	Grade 2 Spring 81	Grade 2 Spring 82	District Grade 2 Spring 82
VOCABULARY				
ITBS:				
Median national percentile	59	44	58	48
Percent greater than or = 25th percentile	87	80	89	76
Percent greater than or = 50th percentile	55	42	59	47
Percent greater than or = 75th percentile	32	28	32	21
Number tested	31	40	37	8729
Percent eligible tested	58	93	97	95
READING				
ITBS:				
Median national percentile	67	60	60	48
Percent greater than or = 25th percentile	97	90	89	81
Percent greater than or = 50th percentile	74	60	68	47
Percent greater than or = 75th percentile	35	25	32	20
Number tested	31	40	37	8867
Percent eligible tested	58	93	97	96
CTBS:				
Median local percentile	74		75	70
Percent greater than or = 25th percentile	79		100	90
Percent greater than or = 50th percentile	71		89	72
Percent greater than or = 75th percentile	50		56	45
Number tested	14		9	741
LANGUAGE				
ITBS:				
Median national percentile	55	53	53	53
Percent greater than or = 25th percentile	94	87	86	82
Percent greater than or = 50th percentile	71	51	62	54
Percent greater than or = 75th percentile	29	33	38	30
Number tested	31	39	37	8705
Percent eligible tested	58	91	97	94
MATHEMATICS				
ITBS:				
Median national percentile	71	54	59	54
Percent greater than or = 25th percentile	90	87	92	82
Percent greater than or = 50th percentile	68	59	65	58
Percent greater than or = 75th percentile	42	38	35	30
Number tested	31	39	37	8677
Percent eligible tested	58	91	97	94
CTBS:				
Median local percentile	62		74	70
Percent greater than or = 25th percentile	79		100	89
Percent greater than or = 50th percentile	57		89	71
Percent greater than or = 75th percentile	29		44	42
Number tested	14		9	741

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS FOR IOWA TESTS OF BASIC SKILLS (ITBS)

174 ROBERT E. LEE

Grade 3

NORTHEAST SUBDISTRICT

Statistic	Grade 2 Spring 81	Grade 3 Spring 81	Grade 3 Spring 82	District Grade 3 Spring 82
VOCABULARY				
Median national percentile	58	51	51	40
Percent greater than or = 25th percentile	79	76	84	68
Percent greater than or = 50th percentile	52	53	54	37
Percent greater than or = 75th percentile	33	26	16	16
Number tested	33	38	37	8758
Percent eligible tested	73	95	100	96
READING				
Median national percentile	66	54	51	39
Percent greater than or = 25th percentile	85	79	84	71
Percent greater than or = 50th percentile	67	53	54	37
Percent greater than or = 75th percentile	30	32	35	17
Number tested	33	38	37	8880
Percent eligible tested	73	95	100	97
LANGUAGE				
Median national percentile	59	73	72	63
Percent greater than or = 25th percentile	91	89	92	83
Percent greater than or = 50th percentile	55	74	73	63
Percent greater than or = 75th percentile	36	47	43	34
Number tested	33	38	37	8656
Percent eligible tested	73	95	100	94
MATHEMATICS				
Median national percentile	67	61	63	54
Percent greater than or = 25th percentile	88	76	86	78
Percent greater than or = 50th percentile	67	61	67	55
Percent greater than or = 75th percentile	45	34	36	27
Number tested	33	38	36	8792
Percent eligible tested	73	95	97	96

**NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)**

174 ROBERT E. LEE

Grade 4

NORTHEAST SUBDISTRICT

Statistic	Grade 3 Spring 81	Grade 4 Spring 81	Grade 4 Spring 82	District Grade 4 Spring 82
VOCABULARY				
Median national percentile	60	58	70	37
Percent greater than or = 25th percentile	80	80	91	64
Percent greater than or = 50th percentile	60	58	59	33
Percent greater than or = 75th percentile	27	29	41	14
Number tested	30	45	34	8822
Percent eligible tested	91	92	97	97
READING				
Median national percentile	58	50	59	36
Percent greater than or = 25th percentile	83	87	91	66
Percent greater than or = 50th percentile	60	56	65	36
Percent greater than or = 75th percentile	33	31	35	16
Number tested	30	45	34	8824
Percent eligible tested	91	92	97	97
LANGUAGE				
Median national percentile	77	66	81	53
Percent greater than or = 25th percentile	90	91	97	78
Percent greater than or = 50th percentile	80	71	82	52
Percent greater than or = 75th percentile	53	38	62	24
Number tested	30	45	34	8760
Percent eligible tested	91	92	97	96
MATHEMATICS				
Median national percentile	63	44	77	41
Percent greater than or = 25th percentile	77	91	91	70
Percent greater than or = 50th percentile	63	47	79	43
Percent greater than or = 75th percentile	33	22	52	18
Number tested	30	45	33	8733
Percent eligible tested	91	92	94	96

NORM-REFERENCED ACHIEVEMENT RESULTS FOR IOWA TESTS OF BASIC SKILLS (ITBS)

174 ROBERT E. LEE

Grade 5

NORTHEAST SUBDISTRICT

Statistic	Grade 4 Spring 81	Grade 5 Spring 81	Grade 5 Spring 82	District Grade 5 Spring 82
VOCABULARY				
Median national percentile	58	54	70	31
Percent greater than or = 25th percentile	82	79	84	59
Percent greater than or = 50th percentile	58	52	62	32
Percent greater than or = 75th percentile	36	29	44	14
Number tested	33	42	45	9381
Percent eligible tested	92	93	98	97
READING				
Median national percentile	60	57	71	33
Percent greater than or = 25th percentile	85	74	87	59
Percent greater than or = 50th percentile	58	57	69	34
Percent greater than or = 75th percentile	39	36	47	18
Number tested	33	42	45	9383
Percent eligible tested	92	93	98	97
LANGUAGE				
Median national percentile	70	76	83	50
Percent greater than or = 25th percentile	94	95	98	76
Percent greater than or = 50th percentile	73	74	84	52
Percent greater than or = 75th percentile	42	52	58	24
Number tested	33	42	45	9337
Percent eligible tested	92	93	98	97
MATHEMATICS				
Median national percentile	47	60	66	39
Percent greater than or = 25th percentile	94	86	91	67
Percent greater than or = 50th percentile	48	62	62	43
Percent greater than or = 75th percentile	24	29	38	19
Number tested	33	42	45	9272
Percent eligible tested	92	93	98	96

NORM-REFERENCED ACHIEVEMENT RESULTS FOR IOWA TESTS OF BASIC SKILLS (ITBS)

174 ROBERT E. LEE

Grade 6

NORTHEAST SUBDISTRICT

Statistic	Grade 5 Spring 81	Grade 6 Spring 81	Grade 6 Spring 82	District Grade 6 Spring 82
VOCABULARY				
Median national percentile	55	75	80	34
Percent greater than or = 25th percentile	80	89	76	60
Percent greater than or = 50th percentile	60	76	70	32
Percent greater than or = 75th percentile	31	53	54	13
Number tested	35	38	37	8801
Percent eligible tested	97	88	100	98
READING				
Median national percentile	60	58	65	36
Percent greater than or = 25th percentile	77	87	78	63
Percent greater than or = 50th percentile	60	55	62	37
Percent greater than or = 75th percentile	40	26	38	15
Number tested	35	38	37	8803
Percent eligible tested	97	88	100	98
LANGUAGE				
Median national percentile	77	76	84	46
Percent greater than or = 25th percentile	100	100	97	72
Percent greater than or = 50th percentile	80	92	83	45
Percent greater than or = 75th percentile	57	66	69	22
Number tested	35	38	36	8775
Percent eligible tested	97	88	97	97
MATHEMATICS				
Median national percentile	66	74	70	38
Percent greater than or = 25th percentile	89	95	86	64
Percent greater than or = 50th percentile	71	79	73	40
Percent greater than or = 75th percentile	31	50	41	17
Number tested	35	38	37	8748
Percent eligible tested	97	88	100	97

SPRING 1982 RESULTS FOR ASSESSMENT OF BASELINE CURRICULUM (ABC)

174 ROBERT E. LEE

NORTHEAST SUBDISTRICT

Objective													
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
MATHEMATICS													
Percent achieving mastery:													
Grade 1	100	100	94	94	91	97	94	100	79				
Grade 2	100	100	97	95	92	84	89	86	95	81	73	97	97
Grade 3	97	82	79	59	72	90	72	67	85	82			
Number of students tested Percent of students tested Mean percent correct													
Grade 1:	34					Grade 1:	100			Grade 1:	95		
Grade 2:	37					Grade 2:	97			Grade 2:	91		
Grade 3:	39					Grade 3:	98			Grade 3:	81		
LANGUAGE ARTS													
Percent achieving mastery:													
Grade 1	88	97	100	100	100	97	94	97	94				
Grade 2	97	97	100	84	97	100	84	92	86				
Grade 3	82	87	100	72	79	44	100	38					
Number of students tested Percent of students tested Mean percent correct													
Grade 1:	34					Grade 1:	100			Grade 1:	96		
Grade 2:	37					Grade 2:	97			Grade 2:	94		
Grade 3:	39					Grade 3:	98			Grade 3:	82		

Note. Objectives identified below. Promotion/retention objective numbers are enclosed in parentheses.

MATHEMATICS

Grade 1

1. Identify geometric figures. (11)
2. Identify ordinal position. (6)
3. Recall addition facts. (7)
4. Solve addition story problems. (8)
5. Recall subtraction facts. (11)
6. Solve subtraction story problems. (12)
7. Add two numbers- sums to 99. (18)
8. Tell time on the hour. (20)
9. Subtract two numbers- each 99 or less. (23)

Grade 2

1. Recall addition facts. (1)
2. Add three or more numbers- sums to 18. (2)
3. Recall subtraction facts. (6)
4. Read and write whole numbers to 100. (11)
5. Identify ordinal position- 1st to 31st. (14)
6. Complete a number pattern. (16)
7. Add whole numbers- sums to 99. (17)
8. Solve addition word problems. (18)
9. Identify fractional parts- $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$. (20)
10. Tell time on the hour and half hour. (25)
11. Find the sum of a set of coins. (26)
12. Add whole numbers- sums to 999. (28)
13. Subtract two numbers- each 999 or less. (29)

Grade 3

1. Read and write whole numbers to 999. (4)
2. Add two numbers- each to 999. (10)
3. Add three numbers- each to 999. (11)
4. Subtract two numbers- each 999 or less. (15)
5. Solve word problems- $\frac{1}{2}$, $\frac{1}{3}$. (16)
6. Recall multiplication facts to 5×9 . (17)
7. Identify customary and metric units. (19)
8. Tell time to 5-minute intervals. (29)
9. Select money to pay for a purchase. (30)
10. Identify fractional parts- to tenths. (39)

LANGUAGE ARTS

Grade 1

1. Read with understanding. (1,8,9)
2. Identify capital and small letters. (22)
3. Identify beginning consonant sounds. (23)
4. Read CVC words. (27)
5. Read CV and CVCa words. (28)
6. Read words with "-s" and "-ing" endings. (33)
7. Read Level 1 sight vocabulary words. (39)
8. Capitalize the first word in a sentence. (53)
9. Punctuate a simple sentence. (54)

Grade 2

1. Read with understanding. (1,8,10,19,23,25)
2. Identify beginning consonant sounds. (27)
3. Read alternate long vowel spellings. (30)
4. Identify base words. (40)
5. Identify contractions. (44)
6. Read Level 2 sight vocabulary words. (47)
7. Use a period, comma, and apostrophe. (61)
8. Expand sentences. (77)
9. Alphabetize groups of words. (81)

Grade 3

1. Read with understanding. (1,7,10)
2. Read words with silent letters. (32)
3. Read words with vowels followed by "r". (36)
4. Use common prefixes. (41)
5. Use common suffixes. (42)
6. Use plural forms of nouns. (44)
7. Read Level 3 sight vocabulary words. (49)
8. Use comma, period, apostrophe and colon. (68)

DISTRICT-WIDE
SPRING 1982 RESULTS FOR
ASSESSMENT OF BASELINE CURRICULUM

Statistic	Objective												
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
MATHEMATICS													
Percent achieving mastery:													
Grade 1	91	96	92	86	81	84	79	94	68				
Grade 2	98	92	90	91	85	79	82	78	89	81	68	94	90
Grade 3	97	84	77	59	69	89	53	64	79	78			
Number of students tested				Percent of students tested				Mean percent correct					
Grade 1: 9885				Grade 1: 89				Grade 1: 88					
Grade 2: 8911				Grade 2: 91				Grade 2: 87					
Grade 3: 8921				Grade 3: 93				Grade 3: 80					
LANGUAGE ARTS													
Percent achieving mastery:													
Grade 1	55	90	90	83	79	75	72	70	63				
Grade 2	81	86	97	75	92	92	60	85	74				
Grade 3	77	79	97	71	70	55	96	45					
Number of students tested				Percent of students tested				Mean percent correct					
Grade 1: 9885				Grade 1: 89				Grade 1: 81					
Grade 2: 8911				Grade 2: 91				Grade 2: 86					
Grade 3: 8921				Grade 3: 93				Grade 3: 81					

Note. Objectives identified below. Promotion/retention objective numbers are enclosed in parentheses.

MATHEMATICS

Grade 1

1. Identify geometric figures. (1)
2. Identify ordinal position. (6)
3. Recall addition facts. (7)
4. Solve addition story problems. (8)
5. Recall subtraction facts. (11)
6. Solve subtraction story problems. (12)
7. Add two numbers- sums to 99. (18)
8. Tell time on the hour. (20)
9. Subtract two numbers- each 99 or less. (23)

Grade 2

1. Recall addition facts. (1)
2. Add three or more numbers- sums to 18. (2)
3. Recall subtraction facts. (6)
4. Read and write whole numbers to 100. (11)
5. Identify ordinal position- 1st to 31st. (14)
6. Complete a number pattern. (16)
7. Add whole numbers- sums to 99. (17)
8. Solve addition word problems. (18)
9. Identify fractional parts- $1/2$, $1/3$, $1/4$. (20)
10. Tell time on the hour and half hour. (25)
11. Find the sum of a set of coins. (26)
12. Add whole numbers- sums to 999. (28)
13. Subtract two numbers- each 999 or less. (29)

Grade 3

1. Read and write whole numbers to 999. (4)
2. Add two numbers- each to 999. (10)
3. Add three numbers- each to 999. (11)
4. Subtract two numbers- each 999 or less. (15)
5. Solve word problems- $+$, $-$. (16)
6. Recall multiplication facts in 5 & 9. (17)
7. Identify customary and metric units. (19)
8. Tell time to 5-minute intervals. (29)
9. Select money to pay for a purchase. (30)
10. Identify fractional parts- to tenths. (39)

LANGUAGE ARTS

Grade 1

1. Read with understanding. (1,8,9)
2. Identify capital and small letters. (22)
3. Identify beginning consonant sounds. (23)
4. Read CVC words. (27)
5. Read CV and CVCe words. (28)
6. Read words with "-s" and "-ing" endings. (33)
7. Read Level 1 sight vocabulary words. (39)
8. Capitalize the first word in a sentence. (53)
9. Punctuate a simple sentence. (54)

Grade 2

1. Read with understanding. (1,8,10,18,23,25)
2. Identify beginning consonant sounds. (27)
3. Read alternate long vowel spellings. (30)
4. Identify base words. (40)
5. Identify contractions. (44)
6. Read Level 2 sight vocabulary words. (47)
7. Use a period, comma, and apostrophe. (61)
8. Expand sentences. (77)
9. Alphabetize groups of words. (81)

Grade 3

1. Read with understanding. (1,7,10)
2. Read words with silent letters. (32)
3. Read words with vowels followed by "r". (36)
4. Use common prefixes. (41)
5. Use common suffixes. (42)
6. Use plural forms of nouns. (44)
7. Read Level 3 sight vocabulary words. (49)
8. Use comma, period, apostrophe and colon. (66)

TEXAS ASSESSMENT OF BASIC SKILLS (TABs)
RESULTS FOR SPRING 1981 AND SPRING 1982

174 ROBERT E. LEE

Grade 3

NORTHEAST SUBDISTRICT

Objective	Percent Mastering		District	
	Spring 81	Spring 82	Spring 82	
MATHEMATICS				
1. Read and write whole numbers.	85	94	86	
2. Order whole numbers.	64	60	59	
3. Add whole numbers.	85	91	89	
4. Subtract whole numbers.	62	69	73	
5. Solve word problems: +, -.	90	91	84	
6. Complete number patterns.	92	94	83	
7. Multiply whole numbers.	97	100	95	
8. Identify fractional parts.	87	91	88	
9. Identify values of money.	90	94	93	
10. Select units of measure.	56	69	55	
Students tested: 35 Percent tested: 95				
READING				
1. Identify main idea.	54	71	56	
2. Recall facts, details.	78	80	80	
3. Sequence events.	81	86	69	
4. Follow written directions.	100	97	95	
5. Recognize words through phonic analysis.	92	86	90	
6. Use context clues.	95	89	83	
7. Understand word structures.	81	94	78	
8. Recognize words by sight.	95	97	89	
Students tested: 35 Percent tested: 95				
WRITING				
1. Spelling.	100	97	96	
2. Punctuation.	68	79	70	
3. Capitalization.	92	94	89	
4. Correct English usage.	89	79	76	
5. Sentence structure.	78	79	74	
Handwriting:				
Legible	100	100	99	
Illegible	0	0	1	
Organization of ideas, appropriate response				
-- purpose/audience:				
2,3 or 4	97	59	67	
0 or 1	3	41	33	
Students tested: 34 Percent tested: 92				

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted.

**TEXAS ASSESSMENT OF BASIC SKILLS (TABS)
RESULTS FOR SPRING 1981 AND SPRING 1982**

174 ROBERT E. LEE

Grade 5

NORTHEAST SUBDISTRICT

Objective	Percent Mastering		District
	Spring 81	Spring 82	Spring 82
MATHEMATICS			
1. Geometric terms, figures	77	81	64
2. Interpret place value.	43	81	54
3. Add whole numbers.	91	90	86
4. Subtract whole numbers.	89	94	69
5. Multiply whole numbers.	70	81	69
6. Divide whole numbers.	77	77	64
7. Solve word problems: +, -.	86	85	78
8. Solve word problems: X, /.	59	60	47
9. Units of measure	91	85	82
10. Interpret graphs.	91	94	87
11. Identify equivalent fractions.	48	73	52
12. Order whole numbers.	84	92	78
Students tested: 48 Percent tested: 100			
READING			
1. Identify main idea.	63	73	46
2. Recall facts, details.	79	85	66
3. Sequence events.	70	90	66
4. Distinguish fact, non-fact.	70	79	53
5. Draw conclusions.	67	79	53
6. Predict outcomes.	70	75	52
7. Use context clues.	98	96	89
8. Use index.	98	88	83
9. Use maps, charts.	88	88	79
10. Follow written directions.	100	92	78
11. Identify character feelings.	77	88	70
Students tested: 48 Percent tested: 100			
WRITING			
1. Spelling.	100	98	95
2. Punctuation.	81	73	58
3. Capitalization.	95	98	85
4. Correct English usage.	86	88	61
5. Sentence structure.	88	98	78
6. Commonly used forms.	100	96	88
Handwriting:			
Legible	100	100	100
Illegible	0	0	0
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	81	60	64
0 or 1	19	40	36
Students tested: 48 Percent tested: 100			

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted.

EXEMPTIONS FROM 1982
SYSTEM-WIDE TESTING PROGRAM
BY CATEGORY

174 ROBERT E. LEE

NORTHEAST SUBDISTRICT

Category	Grade						
	(K)	(1)	(2)	(3)	(4)	(5)	(6)
NORM-REFERENCED							
Number special education exemptions	6	5	5	3	7	0	5
Number LEP exemptions	10	12	13	1	1	1	0
Number skill deficiency exemptions	0	0	0	0	0	0	0
Total	16	17	18	4	8	1	5
Percent of enrollment	28.6	30.9	31.0	9.5	19.5	2.1	11.6
CRITERION-REFERENCED							
ABC:							
Number special education exemptions		5	5	3			
Number LEP exemptions		12	13	0			
Number skill deficiency exemptions		0	0	0			
Total		17	18	3			
Percent of enrollment		30.9	31.0	7.1			
TABS:							
Number special education exemptions				3		0	
Number LEP exemptions				0		0	
Number skill deficiency exemptions				0		0	
Total				3		0	
Percent of enrollment				7.1		0.0	
DISTRICT NORM-REFERENCED							
Number special education exemptions	95	261	402	565	657	735	756
Number LEP exemptions	350	1121	784	584	198	176	160
Number skill deficiency exemptions	3	13	4	3	9	4	14
Total	448	1395	1190	1152	864	915	930
Percent of enrollment	4.9	12.1	11.5	11.2	8.7	8.7	9.4
DISTRICT CRITERION-REFERENCED							
ABC:							
Number special education exemptions		261	401	564			
Number LEP exemptions		283	168	167			
Number skill deficiency exemptions		4	3	3			
Total		548	572	734			
Percent of enrollment		4.7	5.6	7.1			
TABS:							
Number special education exemptions				557		724	
Number LEP exemptions				0		0	
Number skill deficiency exemptions				0		0	
Total				557		724	
Percent of enrollment				5.4		6.9	

Note. For the grades presented, the norm-referenced tests are: MRT (grade K) and ITBS.

IV. GLOSSARY

GLOSSARY

average daily membership

The average number of students enrolled on any given day. Computed from Principal's Statistical Reports.

average daily transactions per 100 students

The average number of student transactions (newly enrolled, reenrolled, transferred in or out) on any given day, expressed as a percentage of average daily membership.

average number of days absent per teacher

Absences for whatever reason (authorized or not) are included in this calculation.

eligible to be tested

Students identified by the District's student database as being enrolled at the time of testing, excluding special education students who are not mainstreamed and those students identified by school personnel to be exempted from one or more tests.

free or reduced lunch, students eligible to receive

Students identified on the District's student database as being eligible to participate in the District's free or reduced lunch program.

LEP students

Students identified on the District's student database as having limited English proficiency (LEP).

median

That point in a distribution that divides the distribution in half. The midpoint of a distribution.

median experience

The median number of years experience for a given population of teachers.

new students

Excluding those entering kindergarten, students who were counted as members of a specified population (school, subdistrict, ethnic group, etc.) for the first time during 1981-82.

number LEP exemptions

The number of students who took the CTBS Espanol or who were identified by school personnel as having been exempted from one or more tests because of limited English proficiency.

number skill deficiency exemptions

The number of students who were identified by school personnel as having been exempted from one or more tests because of skill deficiency.

number special education exemptions

The number of students who were exempted from testing based on the District's special education database or who were identified by school personnel as having been exempted from one or more tests because of their special education status.

number tested

The number of students in the population identified for whom valid test scores were available, less those students whose scores were exempted by school personnel or District policy.

percent average daily attendance

The percentage of average daily membership in attendance on any given day.

percent eligible tested or percent tested

The number tested expressed as a percentage of the number of students in the population eligible to be tested.

potential LEP students not tested

Students whose English test screening indicated limited Englishability (i.e., a score of 1-3 on the LAS or a score of 1-4 on the PALS) and for whom no valid LAS (Spring administration) score was assigned.

pupil/teacher ratio

The number of students enrolled (less special education students who were exempted from testing based on the District's special education database) divided by the number of teachers (less special education teachers).

special education students

Students identified by the District's special education database as receiving any form of special education services.

special education teachers

Teachers identified by the District's personnel database as having Job Code 606.

teachers who are teaching in the bilingual program

Teachers identified on the District's personnel database as being bilingual teachers.

Title I students

Students identified on the District's student database as receiving Title I services in reading and/or mathematics.



dallas independent school district

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SPECIAL REPORT ON
PUPIL ACHIEVEMENT 1981-82 FOR
NORTHWEST SUBDISTRICT

IS82-000-261

Co-authored by Information Systems Staff

Approved Report of the Department of
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I. INTRODUCTION AND DESCRIPTION OF TABLES

INTRODUCTION

Through its system-wide testing program the District each year makes a large investment, in terms of time, materials, and personnel, in an effort to collect and report assessment data on the achievement of its pupils. The overall purpose of collecting and reporting these data is to improve curriculum and instruction. To this end, test data are used by personnel at all levels of organization throughout the District, including teachers, counselors, principals, evaluators, and administrators. Ultimately, test data are used by the Board of Education as one means of demonstrating the District's accountability to the general public.

Each year data collected through the testing program are summarized in a variety of ways in several different reports, each designed to meet the needs of a particular audience. Thus, teachers and counselors receive test score reports on individual pupils whereas administrators and school board members receive summary profiles of subdistrict and district-wide achievement. Additionally, executive-level administrators and school board members receive interpretive analyses of system-wide achievement, in which test data are aggregated at a more global level.

This year's series of special reports is similar to those produced in previous years with a few notable modifications and improvements. Perhaps the most apparent improvement is the enhanced quality of the print format. The entire report, including the tables and the page you are now reading, was produced by the District's computer using the programmable page printer recently acquired by Data Processing. The result is a cleaner, less cluttered look.

Although less apparent, other modifications are more important. Those familiar with this series may notice that the tables displaying summaries of achievement no longer carry an ethnicity breakdown. Many principals had remarked that the inclusion of results by ethnicity was not particularly useful to them. However, achievement results by ethnicity are still available, either through the subdistrict offices or through the Office of Testing and Information Systems.

Some new tables have been added that were not provided in reports of earlier years. These include tables summarizing the results of the Language Assessment Survey (LAS), the results of the new Assessment of Baseline Curriculum (ABC) (for schools containing grades 1 through 3), and results of the Texas Assessment of Basic Skills (TABS) (for schools containing grades 3, 5, or 9 through 11).

In preparing this report considerable attention was given to the accuracy of the data displayed in the tables. Statistics were checked and rechecked, often according to two or more procedures. Nevertheless, some inaccuracies could exist. For instance, if a pupil's test record contained incorrect values for any of the classification codes (i.e., grade level, test level, ethnicity, school location number), then that pupil was misclassified and his or her data were included in the wrong summary table. If such errors exist they are probably few in number and virtually impossible to detect.

The careful reader of this report may detect the absence of interpretations and conclusions. Given the timeframe within which this report had to be produced, it would have been impossible to peruse each school's report systematically with the goal of arriving at generalizations and conclusions. This task has been left to the reader. However, when studying the data in this document, the reader should be aware of the following limitations:

1. The data presented in the tables are basically descriptive in nature. They simply describe pupil achievement levels and related environmental variables. Inferences concerning causal relationships should be made with caution and should be held as tentative until substantiated through supportive research.
2. Measured achievement levels are dependent upon a number of conditions other than actual student achievement. For example, test administration procedures and the degree of appropriateness of test norms contribute significantly to the meaning of test results.

3. Measured achievement levels are closely related to a number of sociological background factors.

4. Standardized achievement tests weigh all test items equally, although test content experts acknowledge a broad scale of importance among them. Hence, test results are not intended to lead directly to judgements concerning the quality of schools, teachers and curricula. If scores are notably high or low, then a closer look is warranted to discover causes for such scores.

5. All norm-referenced achievement tests, like the ITBS and the TAP, are designed to differentiate between performances which are very much alike; in the central part of the percentile scale a small change in raw score causes a notable change in norm score. Thus, any norm score falling within an interval about the 50th percentile can be regarded as a measure of normal performance. The generally accepted size of such an interval is one quartile in each direction from the 50th percentile, creating an interval of normal performance extending from 25 to 75 on the percentile scale.

DESCRIPTION OF TABLES

In this section the tables appearing in the series of reports are described. Since the inclusion of specific tables in any particular school's report depends upon the grade-level configuration of the school, all the tables described in this section may not appear in this particular report. For instance, if the school for which this report is written is an elementary school, tables summarizing performance on the Tests of Achievement and Proficiency (TAP), administered only to high school students, do not appear. Conversely, tables summarizing performance on the Iowa Tests of Basic Skills (ITBS) do not appear in reports written for high schools.

General Comments Concerning all Tables

Occasionally tables contain blanks where summary statistics are expected. There are several reasons for this, the usual one being that there were not enough students in a particular subgroup to insure anonymity in reporting test results. The criterion used in deciding whether to report a statistical summary was that there be at least six students in a particular classification before a summary would be printed. This explanation should account for most of the blanks appearing in the tables.

There are other reasons for some of the specific instances where blanks appear. Thus, in the table summarizing first grade performance on the ITBS, no statistics are reported under the column headed "Grade K / Spring 81", the reason being that kindergarten pupils are administered the Metropolitan Readiness Tests (MRT), the results of which are not comparable with the ITBS. Similarly, the table describing ninth-grade TAP performance contains no data under the heading "Grade 8 / Spring 81", because ITBS scores obtained on eighth graders are not directly comparable to TAP scores obtained from ninth graders.

The summary statistics appearing in the tables, identified by row and column headings, have for the most part been defined in a glossary at the end of this report. Many statistics, e.g. "%26-35 years" under the heading "Teaching experience" in the table summarizing teacher characteristics, have obvious meaning from their context and, hence, do not appear in the glossary. Nevertheless, it may be prudent of the reader at least to scan the glossary in order to gain familiarity with the terms given there.

Teacher Characteristics

This table displays summaries of selected teacher characteristics, for the past two years, for both the school and District. These summaries are derived from the District's distribution of teachers as of April 1982, a point in time close to system-wide test administrations.

Enrollment and Attendance

This table summarizes student enrollment and attendance patterns, by grade level over the past two years, for both the school and District. The table is considerably shorter than those presented in previous years. This year only the average daily membership, the percent average daily attendance, and ethnic percentages of enrollment (computed as percentages of average daily membership) are displayed by grade level.

Student Nonattendance Statistics for 1981-82 by Categories

This table, which appears only in reports written for secondary schools, summarizes the nonattendance of secondary school students by grade level, sex, and ethnic classification for both the school and District.

**Student Nonattendance Statistics
for 1981-82 by Class Period**

This table, available in secondary school reports, summarizes the nonattendance of secondary school students by class period for the school and District.

**Educational and Occupational
Pursuits of the 1981 Graduates**

This table summarizes the results of a telephone survey of the Class of 1981. Included are numbers and percentages of graduates attending school, employed, and unemployed. Statistics are given by sex and ethnic classification for the school.

**District-wide Survey of
Educational and Occupational
Pursuits of the 1981 Graduates**

This table is similar to the previous table, except that results are summarized for the District.

**Spring 1982 Results for
Language Assessment Survey (LAS)**

This table displays the number and percent of students surveyed at each proficiency level identified by the LAS. Statistics are given by grade level for the school and District. This table does not appear for schools that did not administer the LAS.

**Norm-Referenced Achievement Results for
Metropolitan Readiness Tests Level 2 (MRT)**

This table summarizes the performance of kindergarten pupils on the four major subtests and composite scores of the MRT. Within each subtest reported, results are summarized in terms of the percentage of pupils tested who scored high, average or low. In addition, the number of pupils attempting each subtest and, for the Pre-reading Composite and Battery Total, the median percentiles are also given.

Determination of high, average, and low scoring on the MRT is made on the basis of the particular stanine in which a pupil's score falls. Thus, those pupils who attain scores falling in the first, second, or third stanine are deemed low-scoring pupils. Those whose scores fall into the fourth, fifth, or sixth stanine are deemed average-scoring pupils. Similarly, those whose scores fall into the seventh, eighth, or ninth stanine are deemed high-scoring pupils. In the national norming sample, approximately 54 percent of tested kindergarten pupils attain scores which are considered average, while approximately 23 percent are classified into each of the other two categories.

The median percentiles reported for Pre-reading Composite and Battery Total are national percentile equivalents of the raw scores attained by the median scoring students in the local population. Thus, a median percentile of 43, say, would indicate that the middle-scoring pupil in the local group attained a raw score equivalent to that attained by the student at the 43rd percentile in the norming population.

**Norm-Referenced Achievement Results
for Iowa Tests of Basic Skills (ITBS)**

This table summarizes performance on the ITBS, by grade level, for the school and District. There is one table per grade and four populations on each table for which statistics are reported. The first column of statistics are based on the Spring 1981 test scores of students in the grade presented who were enrolled in the school during the fall of 1981. This column of statistics is left blank for grade 1 tables. The second column represents the Spring 1981 results for the previous class of the grade being presented. The third column displays the Spring 1982 results for the

grade presented. Finally, the fourth column shows Spring 1982 District-wide performance for the grade presented. The statistics reported are:

MEDIAN NATIONAL PERCENTILE. The national percentile equivalent attained by the median- (or middle-) scoring pupil in the group. For example, a median percentile of 47 for a group of seventh graders would imply that the pupil scoring at the midpoint of this group was slightly below that of the pupil scoring at the midpoint nationally.

PERCENT GREATER THAN OR = THE 25TH, 50TH AND 75TH NATIONAL PERCENTILE. The percentage of pupils in the group attaining scores greater than or equal to the 25th, 50th, and 75th national percentiles, respectively. Note that these percentages are cumulative in reverse order. Thus, those pupils who scored at or above the national 50th percentile are, in turn, included among those who scored at or above the 25th percentile. Since a rough rule of thumb is to consider as average all pupils who scored between the 25th and 75th national percentiles, a quick indication of the local percentage of pupils who were either average or above average is provided by the percent greater than or equal to the 25th percentile.

NUMBER TESTED. The number of pupils for whom complete test records existed. A complete test record for a test (or subtest) was defined as one which showed that the pupil had attempted at least 10 items.

PERCENT ELIGIBLE TESTED. The number of students tested expressed as a percentage of the number of students eligible to be tested.

**Norm-Referenced Achievement Results
for Iowa Tests of Basic Skills (ITBS) and
Comprehensive Tests of Basic Skills Español (CTBS)**

This table is similar to the previous table with the addition of statistics summarizing results on the CTBS. This table appears only in reports for those schools in which the CTBS was administered.

**Norm-Referenced Achievement Results for
Tests of Achievement and Proficiency (TAP)**

This table summarizes high school performance on the TAP for the school and District. There is one table per grade and four populations on each table for which statistics are reported. The first column of statistics are based on the Spring 1981 test scores of students in the grade presented who were enrolled in the school during the fall of 1981. This column of statistics is left blank for grade 9 tables. The second column represents the Spring 1981 results for the previous class of the grade being presented. The third column displays the Spring 1982 results for the grade presented. Finally, the fourth column shows Spring 1982 District-wide performance for the grade presented. The statistics reported for each major subtest are:

MEDIAN NATIONAL PERCENTILE. The national percentile equivalent attained by the median- (or middle-) scoring pupil in the group. For example, a median percentile of 47 for a group of tenth graders would imply that the pupil scoring at the midpoint of this group was slightly below that of the pupil scoring at the midpoint nationally.

PERCENT GREATER THAN OR = THE 25TH, 50TH AND 75TH NATIONAL PERCENTILE. The percentage of pupils in the group attaining scores greater than or equal to the 25th, 50th, and 75th national percentiles, respectively. Note that these percentages are cumulative in reverse order. Thus, those pupils who scored at or above the national 50th percentile are, in turn, included among those who scored at or above the 25th percentile. Since a rough rule of thumb is to consider as average all pupils who scored between the 25th and 75th national percentiles, a quick indication of the local

percentage of pupils who were either average or above average is provided by the percent greater than or equal to the 25th percentile.

NUMBER TESTED. The number of pupils for whom complete test records existed. A complete test record for a test (or subtest) was defined as one which showed that the pupil had attempted at least 10 items.

PERCENT ELIGIBLE TESTED. The number of students tested expressed as a percentage of the number of students eligible to be tested.

**Spring 1982 Results for
Assessment of Baseline Curriculum (ABC)**

This table summarizes performance on the ABC for the school (grades 1-3). Displayed are the percentages of students, by grade level, who have mastered each objective in Mathematics and Language Arts.

**District-wide Spring 1982 Results
for Assessment of Baseline Curriculum (ABC)**

This table is similar to the previous table, except that results are summarized for the District.

**Basic Objectives Assessment Test (BOAT)
Results for Spring 1981 and Spring 1982**

This table summarizes eighth-grade BOAT performance for the school over the past two years. Summary results are displayed for each of seven functional applications and the total test. The number of students tested, for each subtest and composite, represents the number of complete test records available.

The percent of students tested is the number of students tested expressed as a percentage of the number of students eligible to be tested. The median raw score is the raw score (number of items correct) attained by the pupil at the midpoint in the distribution of raw scores, while the median percent correct is the percentage of correct items attained by the median-scoring pupil.

**Spring 1982 Results for Basic
Objectives Assessment Test (BOAT)**

**Cumulative Results for Basic
Objectives Assessment Test (BOAT)**

These two tables summarize high school performance on the BOAT for the school. The first table summarizes results from 1981-82 by grade level. The second table summarizes performance for those high school students enrolled during 1981-82 who have ever taken the BOAT.

**District Spring 1982 Results for Basic
Objectives Assessment Test (BOAT)**

**District Cumulative Results for
Basic Objectives Assessment Test (BOAT)**

These two tables are similar to the previous two tables except that results are given for the District.

**Texas Assessment of Basic Skills (TABS)
Results for Spring 1981 and Spring 1982**

This table summarizes third-, fifth- and ninth-grade performance on the TABS for the school and District over the past two years. Results in this table may differ slightly from those printed earlier by the commercial scoring services because the records of test-exempt special education students have been omitted.

**Spring 1982 Results and
Cumulative Summary for
Texas Assessment of Basic Skills (TABS)**

This table summarizes the TABS performance of high school students who took the ninth-grade TABS in 1981-82 and/or in previous years. Results are given for grades 10 and 11 for both the school and District.

**Exemptions From 1982 System-wide
Testing Program by Category**

This table displays the number and percentages of students exempted from participating in the various subprograms of the system-wide testing program. Students could have been exempted from any test by reason of being in certain special education programs, having limited English proficiency, or being severely skill-deficient. The reader should note that in some instances the number of exemptions due to special education may be larger than the number designated by local school personnel at the time of testing. In this report, only those special education students receiving services under instructional arrangements A through D (mainstreamed) and/or those identified only as being speech-handicapped or pregnant were eligible for inclusion.

II. SCHOOL RELATED DATA

TEACHER CHARACTERISTICS

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Teacher Variables	1980-81	1981-82	District 1981-82
Number of teachers	664	651	3280
% Male	10	11	10
% Female	90	89	90
<u>Ethnicity</u>			
% White	62	59	59
% Black	23	25	33
% Hispanic	14	16	8
% American Indian	0	0	0
% Asian	0	0	0
<u>Educational level</u>			
% with no degree	0	0	0
% with Bachelors degree	48	47	50
% with Masters degree	52	52	49
% with Doctorate degree	1	1	1
<u>Teaching experience</u>			
% 0 - 5 years	29	28	32
% 6 - 10 years	23	22	23
% 11 - 15 years	18	19	17
% 16 - 20 years	11	12	12
% 21 - 40 years	19	17	16
Median experience	10	10	9
<u>Age</u>			
% less than 26 years	8	8	11
% 26-35 years	37	36	37
% 36-45 years	23	25	24
% 46-55 years	20	21	19
% 56-65 years	11	9	8
% over 65 years	2	1	1
Median age	38	38	36
Pupil/teacher ratio	22.3	22.5	26.4
Average number of days absent per teacher	6.1	5.5	5.8
Number of special education teachers	58	48	279
Number of teachers who are teaching in the bilingual program	85	86	232

Note. District summaries are based on elementary teachers only.

TEACHER CHARACTERISTICS

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Teacher Variables	1980-81	1981-82	District 1981-82
Number of teachers	627	592	2942
% Male	38	38	39
% Female	62	62	61
<u>Ethnicity</u>			
% White	65	60	60
% Black	27	32	36
% Hispanic	8	8	4
% American Indian	0	0	0
% Asian	0	0	0
<u>Educational level</u>			
% with no degree	1	1	2
% with Bachelors degree	43	41	42
% with Masters degree	55	57	55
% with Doctorate degree	1	1	2
<u>Teaching experience</u>			
% 0 - 5 years	24	24	25
% 6 - 10 years	23	21	24
% 11 - 15 years	22	23	21
% 16 - 20 years	12	12	14
% 21 - 40 years	18	19	16
Median experience	11	11	11
<u>Age</u>			
% less than 26 years	5	5	5
% 26-35 years	36	34	35
% 36-45 years	29	30	32
% 46-55 years	20	20	20
% 56-65 years	9	11	9
% over 65 years	1	1	1
Median age	38	38	38
Pupil/teacher ratio	18.0	18.5	22.7
Average number of days absent per teacher	5.2	5.5	5.5
Number of special education teachers	46	55	211
Number of teachers who are teaching in the bilingual program	4	14	45

Note. District summaries are based on secondary teachers only.

ENROLLMENT AND ATTENDANCE

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Student Variables	District		
	1980-81	1981-82	1981-82
GRADE K			
Average daily membership	1974	1828	8838
Percent average daily attendance	93.2	91.8	91.7
<u>Enrollment by ethnicity (%)</u>			
% White	24.3	21.1	23.4
% Black	32.2	35.8	47.7
% Hispanic	40.2	38.9	27.0
% American Indian	0.1	0.2	0.4
% Asian	3.1	4.0	1.5
GRADE 1			
Average daily membership	2179	2531	11340
Percent average daily attendance	94.4	93.6	93.3
<u>Enrollment by ethnicity (%)</u>			
% White	25.1	21.9	24.3
% Black	33.6	30.8	44.9
% Hispanic	37.8	42.2	28.4
% American Indian	0.2	0.3	0.5
% Asian	3.1	4.9	1.8
GRADE 2			
Average daily membership	2118	1995	10095
Percent average daily attendance	95.5	94.6	94.4
<u>Enrollment by ethnicity (%)</u>			
% White	25.1	23.3	25.6
% Black	33.4	33.9	46.6
% Hispanic	38.3	38.4	25.9
% American Indian	0.3	0.2	0.4
% Asian	3.0	4.2	1.5
GRADE 3			
Average daily membership	2061	2044	10135
Percent average daily attendance	95.6	94.9	94.6
<u>Enrollment by ethnicity (%)</u>			
% White	27.3	23.6	25.4
% Black	32.9	34.8	46.9
% Hispanic	36.5	36.8	25.7
% American Indian	0.2	0.2	0.4
% Asian	3.1	4.5	1.7

ENROLLMENT AND ATTENDANCE

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Student Variables	1980-81	1981-82	District 1981-82
GRADE 4			
Average daily membership	2021	1854	9764
Percent average daily attendance	94.1	93.4	94.0
<u>Enrollment by ethnicity (%)</u>			
% White	27.4	25.3	25.9
% Black	35.8	33.4	49.3
% Hispanic	33.7	34.8	22.4
% American Indian	0.0	0.3	0.5
% Asian	3.1	6.2	2.0
GRADE 5			
Average daily membership	1919	1889	10315
Percent average daily attendance	94.3	93.5	93.9
<u>Enrollment by ethnicity (%)</u>			
% White	30.4	26.0	26.1
% Black	36.6	35.1	50.2
% Hispanic	31.0	32.8	21.7
% American Indian	0.3	0.1	0.3
% Asian	1.7	6.0	1.7
GRADE 6			
Average daily membership	1840	1798	9783
Percent average daily attendance	94.1	93.0	93.8
<u>Enrollment by ethnicity (%)</u>			
% White	31.6	29.4	26.7
% Black	34.1	36.3	52.0
% Hispanic	31.9	31.9	18.9
% American Indian	0.2	0.5	0.4
% Asian	2.2	1.9	1.0
GRADE 7			
Average daily membership	1976	1865	10044
Percent average daily attendance	91.8	89.5	90.1
<u>Enrollment by ethnicity (%)</u>			
% White	31.9	28.0	27.1
% Black	35.9	36.9	50.5
% Hispanic	29.8	29.8	20.3
% American Indian	0.3	0.2	0.3
% Asian	2.2	5.1	1.8

ENROLLMENT AND ATTENDANCE

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Student Variables	District		
	1980-81	1981-82	1981-82
GRADE 8			
Average daily membership	1894	1909	9322
Percent average daily attendance	90.7	89.6	90.2
<u>Enrollment by ethnicity (%)</u>			
% White	33.0	30.7	26.2
% Black	36.3	36.2	53.9
% Hispanic	27.9	28.3	18.0
% American Indian	0.4	0.2	0.3
% Asian	2.3	4.7	1.6
GRADE 9			
Average daily membership	1967	1929	10631
Percent average daily attendance	89.0	88.3	84.8
<u>Enrollment by ethnicity (%)</u>			
% White	39.1	35.7	27.8
% Black	36.3	33.9	53.4
% Hispanic	21.2	23.4	16.6
% American Indian	0.3	0.3	0.3
% Asian	3.1	6.8	1.9
GRADE 10			
Average daily membership	1966	1742	9315
Percent average daily attendance	89.2	88.3	87.0
<u>Enrollment by ethnicity (%)</u>			
% White	45.6	40.7	29.4
% Black	34.2	38.4	54.9
% Hispanic	18.6	17.9	14.1
% American Indian	0.2	0.2	0.3
% Asian	1.4	2.8	1.3
GRADE 11			
Average daily membership	1830	1594	7787
Percent average daily attendance	91.3	89.3	88.6
<u>Enrollment by ethnicity (%)</u>			
% White	53.8	49.1	33.0
% Black	30.7	33.0	53.4
% Hispanic	13.9	16.0	12.3
% American Indian	0.2	0.2	0.4
% Asian	1.4	1.7	1.0

ENROLLMENT AND ATTENDANCE

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Student Variables	District		
	1980-81	1981-82	1981-82
GRADE 12			
Average daily membership	1688	1564	7184
Percent average daily attendance	89.4	87.5	86.9
<u>Enrollment by ethnicity (%)</u>			
% White	59.4	52.5	35.7
% Black	24.2	31.7	52.4
% Hispanic	14.4	14.3	11.0
% American Indian	0.1	0.2	0.1
% Asian	1.8	1.3	0.8
TOTAL			
Average daily membership	25505	24592	124861
Percent average daily attendance	92.6	91.5	91.2
Average daily transactions per 100 students	0.25	0.28	0.27
<u>Enrollment by ethnicity (%)</u>			
% White	34.2	30.4	27.1
% Black	33.7	34.6	50.3
% Hispanic	29.4	30.5	20.7
% American Indian	0.2	0.2	0.4
% Asian	2.5	4.3	1.5
<u>Subgroups</u>			
Number of Title I students served	3904	4373	15624
Number of special education students	1706	1977	9431
Number of students receiving free or reduced lunch	12751	13180	64914
Number of new students	3009	2929	9887
Number of LEP students	4077	1144	7669

Note. District totals are based on grades K-12.

STUDENT NONATTENDANCE STATISTICS FOR 1981-82 BY CATEGORIES

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Category	Semester 1		Semester 2		District Semester 1		District Semester 2	
	N	%	N	%	N	%	N	%
<u>Grade</u>								
Grade 7	60	3.1	129	6.8	362	3.6	570	5.8
Grade 8	82	4.3	134	6.9	306	3.2	442	4.5
Total	142	3.7	263	6.8	668	3.4	1012	5.2
<u>Sex</u>								
Male	87	4.3	165	8.2	411	4.1	642	6.4
Female	55	3.0	98	5.4	257	2.7	370	3.9
<u>Ethnicity</u>								
White	15	1.3	27	2.4	144	2.7	202	3.9
Black	88	6.3	147	10.5	362	3.5	516	5.1
Hispanic	38	3.3	85	7.6	160	4.2	287	7.7
American Indian	1	11.1	1	12.5	2	3.3	2	3.3
Asian	0	0.0	3	1.6	0	0.0	5	1.5
Nonattendance indices	3.7		6.8		3.4		5.2	

Note. A student was classified as a nonattender if he/she received an F in all graded courses, and was excessively absent from at least one class; or was formally listed by the school as having dropped out for voluntary reasons.

STUDENT NONATTENDANCE STATISTICS FOR 1981-82 BY CLASS PERIOD

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Class Period	Semester 1		Semester 2		District Semester 1		District Semester 2	
	N	%	N	%	N	%	N	%
Period 1	163	4.5	328	9.0	919	4.8	1466	7.6
Period 2	151	4.2	290	8.0	863	4.5	1363	7.1
Period 3	149	4.0	304	8.2	828	4.3	1375	7.1
Period 4	153	4.2	285	7.7	893	4.7	1419	7.5
Period 5	146	4.0	300	8.1	834	4.4	1370	7.2
Period 6	144	3.8	292	7.7	836	4.4	1346	7.1

Note. A student was included in the nonattendance figures if he/she received an F in the particular period and was absent at least fifteen days in that period.

STUDENT NONATTENDANCE STATISTICS FOR 1981-82 BY CATEGORIES

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Category	Semester 1		Semester 2		District Semester 1		District Semester 2	
	N	%	N	%	N	%	N	%
<u>Grade</u>								
Grade 9	145	7.6	167	8.8	770	7.4	919	9.1
Grade 10	82	4.6	87	4.8	434	4.7	552	6.1
Grade 11	44	2.7	49	3.0	290	3.7	297	3.9
Grade 12	29	1.7	16	1.1	144	1.9	71	1.1
Total	300	4.3	319	4.7	1638	4.7	1839	5.5
<u>Sex</u>								
Male	183	4.9	192	5.2	980	5.5	1091	6.4
Female	117	3.6	127	4.0	658	3.9	748	4.6
<u>Ethnicity</u>								
White	49	1.6	49	1.7	424	3.8	397	3.8
Black	146	6.1	176	7.5	825	4.5	1090	6.2
Hispanic	100	7.4	84	6.5	374	7.4	330	6.9
American Indian	2	11.8	1	6.3	8	8.2	11	11.3
Asian	3	1.6	9	4.0	7	1.6	11	2.3
Nonattendance indices	4.3		4.7		4.7		5.5	

Note. A student was classified as a nonattender if he/she received an F in all graded courses, and was excessively absent from at least one class; or was formally listed by the school as having dropped out for voluntary reasons.

STUDENT NONATTENDANCE STATISTICS FOR 1981-82 BY CLASS PERIOD

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Class Period	Semester 1		Semester 2		District Semester 1		District Semester 2	
	N	%	N	%	N	%	N	%
Period 1	485	7.4	587	9.5	2913	8.9	3304	10.9
Period 2	381	5.9	454	7.5	2358	7.6	2722	9.4
Period 3	357	5.6	443	7.4	2334	7.5	2763	9.6
Period 4	402	6.7	513	9.0	2812	9.3	3289	11.7
Period 5	351	6.4	444	8.6	2386	8.2	2755	10.2
Period 6	341	6.6	449	9.3	2580	10.1	3029	12.8

Note. A student was included in the nonattendance figures if he/she received an F in the particular period and was absent at least fifteen days in that period.

EDUCATIONAL AND OCCUPATIONAL PURSUITS OF THE 1981 GRADUATES

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Pursuit	Total	Sex		Ethnicity		
		Male	Female	White	Black	Hispanic
<u>Total attending school</u>	987	483	504	762	148	77
	66.2%	64.6%	67.7%	80.9%	41.3%	40.1%
College full time	800	387	413	660	94	46
	53.6%	51.7%	55.5%	70.1%	26.3%	24.0%
Four-year college	587	285	302	509	52	26
	39.3%	38.1%	40.6%	54.0%	14.5%	13.5%
Junior college	213	102	111	151	42	20
	14.3%	13.6%	14.9%	16.0%	11.7%	10.4%
College part time	157	78	79	89	44	24
	10.5%	10.4%	10.6%	9.4%	12.3%	12.5%
Four-year college	21	12	9	13	3	5
	1.4%	1.6%	1.2%	1.4%	0.8%	2.6%
Junior college	136	66	70	76	41	19
	9.1%	8.8%	9.4%	8.1%	11.5%	9.9%
Tech or business school	30	18	12	13	10	7
	2.0%	2.4%	1.6%	1.4%	2.8%	3.6%
<u>Total employed (no school)</u>	417	237	180	158	162	97
	27.9%	31.7%	24.2%	16.8%	45.3%	50.5%
Employed full time	355	199	156	132	144	79
	23.8%	26.6%	21.0%	14.0%	40.2%	41.1%
Employed part time	36	18	18	17	12	7
	2.4%	2.4%	2.4%	1.8%	3.4%	3.6%
Military service	26	20	6	9	6	11
	1.7%	2.7%	0.8%	1.0%	1.7%	5.7%
<u>Unemployed</u>	51	27	24	16	27	8
	3.4%	3.6%	3.2%	1.7%	7.5%	4.2%
<u>Homemaker full time</u>	37	1	36	6	21	10
	2.5%	0.1%	4.8%	0.6%	5.9%	5.2%
Number of graduates	1733	862	871	1062	420	251
Number of respondents	1492	748	744	942	358	192
Number of non-respondents	241	114	127	0	114	127
Percent of non-respondents	13.9	13.2	14.6	11.3	14.8	23.5

Note. Italic percentages in the body of the table are based on the number of respondents.

DISTRICT-WIDE SURVEY OF
EDUCATIONAL AND OCCUPATIONAL
PURSUITS OF THE 1981 GRADUATES

Pursuit	Total	Sex		Ethnicity		
		Male	Female	White	Black	Hispanic
<u>Total attending school</u>	3316 55.2%	1512 52.3%	1804 57.9%	1819 64.2%	1276 49.2%	221 37.9%
College full time	2449 40.7%	1134 39.2%	1315 42.2%	1457 51.4%	856 33.0%	136 23.3%
Four-year college	1590 26.5%	771 26.7%	819 26.3%	1008 35.6%	515 19.9%	67 11.5%
Junior college	859 14.3%	363 12.5%	496 15.9%	449 15.8%	341 13.2%	69 11.8%
College part time	708 11.8%	296 10.2%	412 13.2%	313 11.0%	330 12.7%	65 11.1%
Four-year college	67 1.1%	27 0.9%	40 1.3%	33 1.2%	28 1.1%	6 1.0%
Junior college	641 10.7%	269 9.3%	372 11.9%	280 9.9%	302 11.6%	59 10.1%
Tech or business school	159 2.6%	82 2.8%	77 2.5%	49 1.7%	90 3.5%	20 3.4%
<u>Total employed (no school)</u>	2214 36.8%	1222 42.2%	992 31.8%	867 30.6%	1032 39.8%	315 54.0%
Employed full time	1831 30.5%	984 34.0%	847 27.2%	766 27.0%	793 30.6%	272 46.7%
Employed part time	211 3.5%	89 3.1%	122 3.9%	62 2.2%	125 4.8%	24 4.1%
Military service	172 2.9%	149 5.2%	23 0.7%	39 1.4%	114 4.4%	19 3.3%
<u>Unemployed</u>	365 6.1%	155 5.4%	210 6.7%	90 3.2%	245 9.4%	30 5.1%
<u>Homemaker full time</u>	115 1.9%	4 0.1%	111 3.6%	58 2.0%	40 1.5%	17 2.9%
Number of graduates	7286	3504	3782	3224	3291	771
Number of respondents	6010	2893	3117	2834	2593	583
Number of non-respondents	1276	611	665	390	698	188
Percent of non-respondents	17.5	17.4	17.6	12.1	21.2	24.4

Note. Italic percentages in the body of the table are based on the number of respondents.

SPRING 1982 RESULTS FOR
LANGUAGE ASSESSMENT SURVEY (LAS)

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Level of Proficiency	Grade						
	(K)	(1)	(2)	(3)	(4)	(5)	(6)
<u>Level 1 (non-speaker)</u>							
Number	283	335	122	85	55	44	75
Percent	64	48	26	19	19	17	33
District number	896	764	290	216	127	109	194
District percent	57	40	20	16	14	13	28
<u>Level 2 (non-speaker)</u>							
Number	61	130	72	57	28	26	37
Percent	14	19	15	13	9	10	16
District number	293	399	220	133	76	74	109
District percent	19	21	16	10	8	9	15
<u>Level 3 (limited speaker)</u>							
Number	50	110	101	86	54	43	62
Percent	11	16	22	19	18	16	27
District number	213	383	359	292	160	119	168
District percent	14	20	25	22	18	14	24
<u>Level 4 (fluent speaker)</u>							
Number	25	67	74	90	81	64	38
Percent	6	10	16	20	27	24	17
District number	98	226	265	274	223	194	146
District percent	6	12	19	21	24	23	21
<u>Level 5 (fluent speaker)</u>							
Number	22	51	99	130	79	89	16
Percent	5	7	21	29	27	33	7
District number	65	136	283	411	327	361	88
District percent	4	7	20	31	36	42	12
<u>Potential LEP students not tested</u>							
Number	105	53	43	55	111	83	18
Percent	19	7	8	11	27	24	7
District number	143	124	78	87	117	101	24
District percent	8	6	5	6	11	11	3

Note: A rating of Level 3 or below is one of the criteria for LEP status.

SPRING 1982 RESULTS FOR
LANGUAGE ASSESSMENT SURVEY (LAS)

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Level of Proficiency	Grade				
	(7)	(8)	(9)	(10)	(11)
<u>Level 1 (non-speaker)</u>					
Number	60	58	63	28	3
Percent	26	26	59	44	14
District number	159	143	140	65	11
District percent	25	28	39	25	9
<u>Level 2 (non-speaker)</u>					
Number	35	30	18	13	7
Percent	15	14	17	21	33
District number	115	81	59	43	27
District percent	18	16	16	16	23
<u>Level 3 (limited speaker)</u>					
Number	53	55	12	8	2
Percent	23	25	11	13	10
District number	138	113	54	48	20
District percent	21	22	15	18	17
<u>Level 4 (fluent speaker)</u>					
Number	65	60	9	8	5
Percent	28	27	8	13	24
District number	161	130	72	58	39
District percent	25	26	20	22	33
<u>Level 5 (fluent speaker)</u>					
Number	19	16	5	6	4
Percent	8	7	5	10	19
District number	71	41	36	47	23
District percent	11	8	10	18	19
<u>Potential LEP students not tested</u>					
Number	57	10	63	57	32
Percent	20	4	37	48	60
District number	273	120	26	66	43
District percent	30	19	7	20	26

Note. A rating of Level 3 or below is one of the criteria for LEP status.

III. ACHIEVEMENT

NORM-REFERENCED ACHIEVEMENT RESULTS FOR METROPOLITAN READINESS TESTS LEVEL 2 (MRT)

SUBDISTRICT SUMMARY

Grade K

NORTHWEST SUBDISTRICT

Statistic	Spring 81	Spring 82	District Spring 82
AUDITORY TOTAL			
Percent high	30	28	28
Percent average	48	49	54
Percent low	22	23	18
Number tested	1560	1406	7795
Percent eligible tested	78	78	88
VISUAL TOTAL			
Percent high	35	32	33
Percent average	45	46	48
Percent low	20	23	19
Number tested	1558	1405	7887
Percent eligible tested	78	78	89
LANGUAGE TOTAL			
Percent high	22	20	21
Percent average	46	47	50
Percent low	31	33	30
Number tested	1558	1403	7898
Percent eligible tested	78	77	89
PRE-READING COMPOSITE			
Percent high	27	25	25
Percent average	50	48	55
Percent low	23	27	20
Median percentile	55	51	55
Number tested	1545	1395	7834
Percent eligible tested	77	77	89
QUANTITATIVE TOTAL			
Percent high	29	28	26
Percent average	45	44	48
Percent low	26	29	26
Number tested	1556	1400	7780
Percent eligible tested	78	77	88
BATTERY TOTAL			
Percent high	27	26	25
Percent average	48	45	53
Percent low	24	28	22
Median percentile	53	47	51
Number tested	1540	1391	7704
Percent eligible tested	77	77	87

Note. Stanines 1-3, 4-6, 7-9 are low, average and high, respectively. For TEA objectives and needs assessment add percent high and percent average to get percent average or above.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

SUBDISTRICT SUMMARY

Grade 1

NORTHWEST SUBDISTRICT

Statistic	Grade K Spring 81	Grade 1 Spring 81	Grade 1 Spring 82	District Grade 1 Spring 82
VOCABULARY				
ITBS:				
Median national percentile		55	47	55
Percent greater than or = 25th percentile		74	70	76
Percent greater than or = 50th percentile		50	46	52
Percent greater than or = 75th percentile		28	24	27
Number tested		1652	1901	9634
Percent eligible tested		91	90	94
READING				
ITBS:				
Median national percentile		47	47	51
Percent greater than or = 25th percentile		78	79	82
Percent greater than or = 50th percentile		49	47	51
Percent greater than or = 75th percentile		24	22	23
Number tested		1655	1948	9797
Percent eligible tested		91	92	96
CTBS:				
Median local percentile		51	57	55
Percent greater than or = 25th percentile		76	80	79
Percent greater than or = 50th percentile		52	59	56
Percent greater than or = 75th percentile		26	33	31
Number tested		383	451	1094
LANGUAGE				
ITBS:				
Median national percentile		46	46	51
Percent greater than or = 25th percentile		78	78	83
Percent greater than or = 50th percentile		48	48	56
Percent greater than or = 75th percentile		28	27	31
Number tested		1649	1902	9594
Percent eligible tested		90	90	94
MATHEMATICS				
ITBS:				
Median national percentile		50	50	56
Percent greater than or = 25th percentile		78	78	81
Percent greater than or = 50th percentile		56	54	57
Percent greater than or = 75th percentile		29	27	29
Number tested		1638	1879	9545
Percent eligible tested		90	89	93
CTBS:				
Median local percentile		50	61	57
Percent greater than or = 25th percentile		75	81	79
Percent greater than or = 50th percentile		50	61	57
Percent greater than or = 75th percentile		25	33	30
Number tested		383	451	1094

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

SUBDISTRICT SUMMARY

Grade 2

NORTHWEST SUBDISTRICT

Statistic	Grade 1 Spring 81	Grade 2 Spring 81	Grade 2 Spring 82	District Grade 2 Spring 82
VOCABULARY				
ITBS:				
Median national percentile	47	44	44	48
Percent greater than or = 25th percentile	74	71	74	76
Percent greater than or = 50th percentile	48	46	44	47
Percent greater than or = 75th percentile	27	24	20	21
Number tested	1384	1633	1475	8729
Percent eligible tested	69	92	89	95
READING				
ITBS:				
Median national percentile	47	48	48	48
Percent greater than or = 25th percentile	78	78	82	81
Percent greater than or = 50th percentile	49	47	46	47
Percent greater than or = 75th percentile	24	23	21	20
Number tested	1390	1634	1512	8867
Percent eligible tested	69	92	92	96
CTBS:				
Median local percentile	57	49	70	70
Percent greater than or = 25th percentile	82	75	90	90
Percent greater than or = 50th percentile	59	49	71	72
Percent greater than or = 75th percentile	27	23	41	45
Number tested	304	305	305	741
LANGUAGE				
ITBS:				
Median national percentile	46	47	53	53
Percent greater than or = 25th percentile	76	76	81	82
Percent greater than or = 50th percentile	48	50	54	54
Percent greater than or = 75th percentile	28	28	27	30
Number tested	1388	1634	1470	8705
Percent eligible tested	69	92	89	94
MATHEMATICS				
ITBS:				
Median national percentile	50	59	54	54
Percent greater than or = 25th percentile	79	78	81	82
Percent greater than or = 50th percentile	56	59	55	58
Percent greater than or = 75th percentile	28	35	29	30
Number tested	1381	1624	1468	8677
Percent eligible tested	69	91	89	94
CTBS:				
Median local percentile	58	50	68	70
Percent greater than or = 25th percentile	80	75	88	89
Percent greater than or = 50th percentile	57	50	72	71
Percent greater than or = 75th percentile	28	25	40	42
Number tested	304	304	305	741

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

SUBDISTRICT SUMMARY		Grade 3		NORTHWEST SUBDISTRICT	
Statistic	Grade 2 Spring 81	Grade 3 Spring 81	Grade 3 Spring 82	District Grade 3 Spring 82	
VOCABULARY					
ITBS:					
Median national percentile	44	37	37	40	
Percent greater than or = 25th percentile	68	62	66	68	
Percent greater than or = 50th percentile	45	37	37	37	
Percent greater than or = 75th percentile	23	21	18	16	
Number tested	1411	1655	1595	8758	
Percent eligible tested	73	94	93	96	
READING					
ITBS:					
Median national percentile	47	37	39	39	
Percent greater than or = 25th percentile	74	65	71	71	
Percent greater than or = 50th percentile	46	39	38	37	
Percent greater than or = 75th percentile	22	23	18	17	
Number tested	1410	1654	1627	8880	
Percent eligible tested	73	94	95	97	
CTBS:					
Median local percentile	53	31	60	62	
Percent greater than or = 25th percentile	82	63	84	87	
Percent greater than or = 50th percentile	51	38	62	66	
Percent greater than or = 75th percentile	25	17	34	36	
Number tested	248	183	203	471	
LANGUAGE					
ITBS:					
Median national percentile	47	56	63	63	
Percent greater than or = 25th percentile	75	78	81	83	
Percent greater than or = 50th percentile	49	56	63	63	
Percent greater than or = 75th percentile	28	33	35	34	
Number tested	1405	1641	1584	8656	
Percent eligible tested	72	93	92	94	
MATHEMATICS					
ITBS:					
Median national percentile	54	51	58	54	
Percent greater than or = 25th percentile	77	74	80	78	
Percent greater than or = 50th percentile	58	53	59	55	
Percent greater than or = 75th percentile	35	31	32	27	
Number tested	1396	1635	1611	8792	
Percent eligible tested	72	93	94	96	
CTBS:					
Median local percentile	52	42	65	65	
Percent greater than or = 25th percentile	80	67	87	88	
Percent greater than or = 50th percentile	54	41	71	70	
Percent greater than or = 75th percentile	26	22	36	36	
Number tested	240	165	186	447	

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

SUBDISTRICT SUMMARY		Grade 4		NORTHWEST SUBDISTRICT	
Statistic	Grade 3 Spring 81	Grade 4 Spring 81	Grade 4 Spring 82	District Grade 4 Spring 82	
VOCABULARY					
ITBS:					
Median national percentile	37	35	37	37	
Percent greater than or = 25th percentile	62	59	64	64	
Percent greater than or = 50th percentile	37	35	37	33	
Percent greater than or = 75th percentile	21	18	20	14	
Number tested	1375	1740	1565	8822	
Percent eligible tested	77	94	94	97	
READING					
ITBS:					
Median national percentile	37	33	39	36	
Percent greater than or = 25th percentile	66	63	68	66	
Percent greater than or = 50th percentile	39	36	40	36	
Percent greater than or = 75th percentile	23	19	20	16	
Number tested	1376	1744	1566	8824	
Percent eligible tested	77	94	94	97	
CTBS:					
Median local percentile	40	44	68	68	
Percent greater than or = 25th percentile	65	77	94	90	
Percent greater than or = 50th percentile	43	46	74	75	
Percent greater than or = 75th percentile	22	30	41	39	
Number tested	127	61	78	154	
LANGUAGE					
ITBS:					
Median national percentile	59	49	53	53	
Percent greater than or = 25th percentile	78	71	76	78	
Percent greater than or = 50th percentile	57	49	54	52	
Percent greater than or = 75th percentile	34	27	27	24	
Number tested	1366	1720	1556	8760	
Percent eligible tested	77	93	93	96	
MATHEMATICS					
ITBS:					
Median national percentile	54	41	47	41	
Percent greater than or = 25th percentile	73	65	74	70	
Percent greater than or = 50th percentile	54	40	48	43	
Percent greater than or = 75th percentile	32	22	24	18	
Number tested	1365	1728	1552	8733	
Percent eligible tested	76	94	93	96	
CTBS:					
Median local percentile	51	48	68	67	
Percent greater than or = 25th percentile	75	67	92	91	
Percent greater than or = 50th percentile	50	45	70	74	
Percent greater than or = 75th percentile	25	29	35	35	
Number tested	119	55	77	151	

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

SUBDISTRICT SUMMARY

Grade 5

NORTHWEST SUBDISTRICT

Statistic	Grade 4 Spring 81	Grade 5 Spring 81	Grade 5 Spring 82	District Grade 5 Spring 82
VOCABULARY				
ITBS:				
Median national percentile	35	31	33	31
Percent greater than or = 25th percentile	59	56	61	59
Percent greater than or = 50th percentile	34	35	36	32
Percent greater than or = 75th percentile	18	19	18	14
Number tested	1469	1685	1627	9381
Percent eligible tested	84	95	94	97
READING				
ITBS:				
Median national percentile	36	29	37	33
Percent greater than or = 25th percentile	63	55	60	59
Percent greater than or = 50th percentile	37	35	38	34
Percent greater than or = 75th percentile	19	19	22	18
Number tested	1469	1688	1628	9383
Percent eligible tested	84	95	94	97
CTBS:				
Median local percentile	44	68	53	57
Percent greater than or = 25th percentile	84	79	70	75
Percent greater than or = 50th percentile	47	62	51	56
Percent greater than or = 75th percentile	28	38	26	25
Number tested	43	39	61	134
LANGUAGE				
ITBS:				
Median national percentile	51	46	53	50
Percent greater than or = 25th percentile	73	71	76	76
Percent greater than or = 50th percentile	51	48	54	52
Percent greater than or = 75th percentile	27	25	27	24
Number tested	1453	1684	1627	9337
Percent eligible tested	83	95	94	97
MATHEMATICS				
ITBS:				
Median national percentile	41	42	48	39
Percent greater than or = 25th percentile	67	64	72	67
Percent greater than or = 50th percentile	41	44	50	43
Percent greater than or = 75th percentile	23	24	26	19
Number tested	1461	1678	1616	9272
Percent eligible tested	83	94	93	96
CTBS:				
Median local percentile	45	55	50	54
Percent greater than or = 25th percentile	67	79	73	80
Percent greater than or = 50th percentile	44	58	53	61
Percent greater than or = 75th percentile	28	32	24	27
Number tested	39	38	59	127

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)
AND COMPREHENSIVE TESTS OF BASIC SKILLS ESPANOL (CTBS)

SUBDISTRICT SUMMARY

Grade 6

NORTHWEST SUBDISTRICT

Statistic	Grade 5 Spring 81	Grade 6 Spring 81	Grade 6 Spring 82	District Grade 6 Spring 82
VOCABULARY				
ITBS:				
Median national percentile	30	32	37	34
Percent greater than or = 25th percentile	56	56	62	60
Percent greater than or = 50th percentile	35	37	38	32
Percent greater than or = 75th percentile	19	18	19	13
Number tested	1479	1630	1581	8801
Percent eligible tested	86	95	97	98
READING				
ITBS:				
Median national percentile	31	36	40	36
Percent greater than or = 25th percentile	56	62	65	63
Percent greater than or = 50th percentile	35	40	42	37
Percent greater than or = 75th percentile	19	20	21	15
Number tested	1481	1631	1581	8803
Percent eligible tested	86	95	97	98
CTBS:				
Median local percentile	65	56	44	44
Percent greater than or = 25th percentile	75	79	70	73
Percent greater than or = 50th percentile	63	54	42	42
Percent greater than or = 75th percentile	41	36	30	22
Number tested	32	28	53	125
LANGUAGE				
ITBS:				
Median national percentile	48	42	49	46
Percent greater than or = 25th percentile	71	66	72	72
Percent greater than or = 50th percentile	49	43	48	45
Percent greater than or = 75th percentile	25	23	26	22
Number tested	1480	1630	1573	8775
Percent eligible tested	86	95	97	97
MATHEMATICS				
ITBS:				
Median national percentile	42	41	46	38
Percent greater than or = 25th percentile	65	63	69	64
Percent greater than or = 50th percentile	44	43	45	40
Percent greater than or = 75th percentile	24	23	23	17
Number tested	1470	1623	1566	8748
Percent eligible tested	86	94	97	97
CTBS:				
Median local percentile	52	51	48	51
Percent greater than or = 25th percentile	74	77	74	79
Percent greater than or = 50th percentile	58	50	47	51
Percent greater than or = 75th percentile	29	31	30	25
Number tested	31	26	53	125

Note. The percentile reported for ITBS is a national percentile. The percentile reported for CTBS Espanol is a local (DISD) percentile.

NORM-REFERENCED ACHIEVEMENT RESULTS
FOR IOWA TESTS OF BASIC SKILLS (ITBS)

SUBDISTRICT SUMMARY

Grade 7

NORTHWEST SUBDISTRICT

Statistic	Grade 6 Spring 81	Grade 7 Spring 81	Grade 7 Spring 82	District Grade 7 Spring 82
VOCABULARY				
Median national percentile	27	26	27	26
Percent greater than or = 25th percentile	52	52	52	50
Percent greater than or = 50th percentile	34	32	33	27
Percent greater than or = 75th percentile	17	15	15	9
Number tested	1468	1732	1581	8828
Percent eligible tested	81	93	90	93
READING				
Median national percentile	35	31	29	26
Percent greater than or = 25th percentile	59	56	56	53
Percent greater than or = 50th percentile	37	33	33	28
Percent greater than or = 75th percentile	20	17	16	10
Number tested	1468	1727	1578	8851
Percent eligible tested	81	92	90	93
LANGUAGE				
Median national percentile	38	36	38	35
Percent greater than or = 25th percentile	63	62	62	61
Percent greater than or = 50th percentile	41	39	40	36
Percent greater than or = 75th percentile	22	21	21	15
Number tested	1462	1718	1554	8728
Percent eligible tested	81	92	88	92
MATHEMATICS				
Median national percentile	38	34	36	30
Percent greater than or = 25th percentile	61	59	60	56
Percent greater than or = 50th percentile	41	37	38	31
Percent greater than or = 75th percentile	22	20	20	13
Number tested	1452	1705	1540	8697
Percent eligible tested	81	91	88	92

NORM-REFERENCED ACHIEVEMENT RESULTS FOR IOWA TESTS OF BASIC SKILLS (ITBS)

SUBDISTRICT SUMMARY

Grade 8

NORTHWEST SUBDISTRICT

Statistic	Grade 7 Spring 81	Grade 8 Spring 81	Grade 8 Spring 82	District Grade 8 Spring 82
VOCABULARY				
Median national percentile	26	25	28	24
Percent greater than or = 25th percentile	51	50	53	50
Percent greater than or = 50th percentile	31	30	31	25
Percent greater than or = 75th percentile	15	16	16	10
Number tested	1561	1642	1621	8167
Percent eligible tested	85	92	90	92
READING				
Median national percentile	29	32	34	30
Percent greater than or = 25th percentile	56	59	61	56
Percent greater than or = 50th percentile	32	33	36	29
Percent greater than or = 75th percentile	17	18	18	11
Number tested	1559	1643	1618	8199
Percent eligible tested	85	92	90	92
LANGUAGE				
Median national percentile	36	36	39	35
Percent greater than or = 25th percentile	62	60	63	61
Percent greater than or = 50th percentile	38	38	40	35
Percent greater than or = 75th percentile	20	23	23	16
Number tested	1550	1626	1602	8098
Percent eligible tested	84	92	89	91
MATHEMATICS				
Median national percentile	34	32	36	29
Percent greater than or = 25th percentile	59	60	62	56
Percent greater than or = 50th percentile	36	36	39	31
Percent greater than or = 75th percentile	20	23	22	15
Number tested	1537	1593	1580	8031
Percent eligible tested	84	90	88	90

NORM-REFERENCED ACHIEVEMENT RESULTS FOR
TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

SUBDISTRICT SUMMARY

Grade 9

NORTHWEST SUBDISTRICT

Statistic	Grade 8 Spring 81	Grade 9 Spring 81	Grade 9 Spring 82	District Grade 9 Spring 82
READING				
Median national percentile		27	27	26
Percent greater than or = 25th percentile		55	53	50
Percent greater than or = 50th percentile		33	31	25
Percent greater than or = 75th percentile		17	16	12
Number tested		1612	1477	8145
Percent eligible tested		89	89	84
MATHEMATICS				
Median national percentile		31	31	25
Percent greater than or = 25th percentile		60	57	53
Percent greater than or = 50th percentile		35	35	28
Percent greater than or = 75th percentile		17	17	11
Number tested		1613	1477	8154
Percent eligible tested		89	89	84
WRITTEN EXPRESSION				
Median national percentile		34	40	34
Percent greater than or = 25th percentile		61	65	60
Percent greater than or = 50th percentile		37	39	32
Percent greater than or = 75th percentile		17	20	13
Number tested		1614	1472	8150
Percent eligible tested		89	88	84
USING SOURCES				
Median national percentile		36	36	33
Percent greater than or = 25th percentile		64	63	62
Percent greater than or = 50th percentile		37	37	32
Percent greater than or = 75th percentile		20	20	14
Number tested		1608	1470	8142
Percent eligible tested		88	88	84
SOCIAL STUDIES				
Median national percentile		26	29	26
Percent greater than or = 25th percentile		52	54	52
Percent greater than or = 50th percentile		32	32	27
Percent greater than or = 75th percentile		16	16	11
Number tested		1610	1469	8142
Percent eligible tested		88	88	84
SCIENCE				
Median national percentile		25	25	22
Percent greater than or = 25th percentile		53	51	48
Percent greater than or = 50th percentile		29	28	22
Percent greater than or = 75th percentile		15	14	9
Number tested		1605	1468	8136
Percent eligible tested		88	88	84

NORM-REFERENCED ACHIEVEMENT RESULTS FOR TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

SUBDISTRICT SUMMARY		Grade 10		NORTHWEST SUBDISTRICT	
Statistic	Grade 9 Spring 81	Grade 10 Spring 81	Grade 10 Spring 82	District Grade 10 Spring 82	
READING					
Median national percentile	29	35	31	27	
Percent greater than or = 25th percentile	56	59	57	53	
Percent greater than or = 50th percentile	34	39	36	30	
Percent greater than or = 75th percentile	18	23	19	14	
Number tested	1417	1688	1541	7555	
Percent eligible tested	82	90	93	86	
MATHEMATICS					
Median national percentile	36	34	34	27	
Percent greater than or = 25th percentile	61	61	61	54	
Percent greater than or = 50th percentile	37	36	34	26	
Percent greater than or = 75th percentile	18	21	17	12	
Number tested	1419	1690	1541	7564	
Percent eligible tested	82	90	93	86	
WRITTEN EXPRESSION					
Median national percentile	36	39	39	32	
Percent greater than or = 25th percentile	64	67	66	61	
Percent greater than or = 50th percentile	39	44	42	36	
Percent greater than or = 75th percentile	19	26	23	17	
Number tested	1418	1694	1544	7569	
Percent eligible tested	82	90	93	86	
USING SOURCES					
Median national percentile	38	37	34	31	
Percent greater than or = 25th percentile	65	62	63	59	
Percent greater than or = 50th percentile	38	40	37	30	
Percent greater than or = 75th percentile	21	23	20	14	
Number tested	1417	1689	1537	7530	
Percent eligible tested	82	90	93	85	
SOCIAL STUDIES					
Median national percentile	29	35	32	27	
Percent greater than or = 25th percentile	54	58	59	52	
Percent greater than or = 50th percentile	33	37	35	28	
Percent greater than or = 75th percentile	16	20	17	12	
Number tested	1421	1694	1532	7533	
Percent eligible tested	82	90	93	85	
SCIENCE					
Median national percentile	26	31	28	24	
Percent greater than or = 25th percentile	53	56	55	49	
Percent greater than or = 50th percentile	29	34	30	22	
Percent greater than or = 75th percentile	15	17	15	10	
Number tested	1420	1691	1533	7530	
Percent eligible tested	82	90	93	85	

NORM-REFERENCED ACHIEVEMENT RESULTS FOR TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

SUBDISTRICT SUMMARY

Grade 11

NORTHWEST SUBDISTRICT

Statistic	Grade 10 Spring 81	Grade 11 Spring 81	Grade 11 Spring 82	District Grade 11 Spring 82
READING				
Median national percentile	40	40	42	29
Percent greater than or = 25th percentile	63	64	66	56
Percent greater than or = 50th percentile	42	42	44	30
Percent greater than or = 75th percentile	25	24	25	15
Number tested	1394	1559	1373	6234
Percent eligible tested	86	91	92	84
MATHEMATICS				
Median national percentile	37	38	38	28
Percent greater than or = 25th percentile	64	62	65	52
Percent greater than or = 50th percentile	38	42	43	29
Percent greater than or = 75th percentile	23	23	24	13
Number tested	1396	1565	1373	6251
Percent eligible tested	86	91	92	84
WRITTEN EXPRESSION				
Median national percentile	47	41	41	30
Percent greater than or = 25th percentile	70	65	67	58
Percent greater than or = 50th percentile	48	44	45	33
Percent greater than or = 75th percentile	29	25	23	16
Number tested	1399	1562	1368	6236
Percent eligible tested	86	91	92	84
USING SOURCES				
Median national percentile	41	43	43	29
Percent greater than or = 25th percentile	66	65	68	58
Percent greater than or = 50th percentile	44	44	44	32
Percent greater than or = 75th percentile	25	27	27	16
Number tested	1392	1560	1361	6216
Percent eligible tested	86	91	91	84
SOCIAL STUDIES				
Median national percentile	38	40	39	28
Percent greater than or = 25th percentile	61	63	64	54
Percent greater than or = 50th percentile	40	42	41	29
Percent greater than or = 75th percentile	23	21	23	13
Number tested	1397	1564	1359	6215
Percent eligible tested	86	91	91	84
SCIENCE				
Median national percentile	33	34	31	22
Percent greater than or = 25th percentile	60	59	56	47
Percent greater than or = 50th percentile	37	38	36	23
Percent greater than or = 75th percentile	19	17	17	10
Number tested	1394	1564	1360	6213
Percent eligible tested	86	91	91	84

SPRING 1982 RESULTS FOR ASSESSMENT OF BASELINE CURRICULUM (ABC)

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Objective													
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
MATHEMATICS													
Percent achieving mastery:													
Grade 1	90	95	91	84	80	84	77	93	68				
Grade 2	98	92	90	90	85	80	83	77	91	83	68	94	90
Grade 3	96	85	77	64	72	90	51	69	80	79			
Number of students tested													
Grade 1:	1948												
Grade 2:	1539												
Grade 3:	1562												
Percent of students tested													
Grade 1:	77												
Grade 2:	79												
Grade 3:	83												
Mean percent correct													
Grade 1:	88												
Grade 2:	87												
Grade 3:	81												
LANGUAGE ARTS													
Percent achieving mastery:													
Grade 1	52	89	88	79	74	70	68	64	61				
Grade 2	78	84	96	72	91	91	57	83	71				
Grade 3	75	76	97	68	68	54	95	46					
Number of students tested													
Grade 1:	1948												
Grade 2:	1539												
Grade 3:	1562												
Percent of students tested													
Grade 1:	77												
Grade 2:	79												
Grade 3:	83												
Mean percent correct													
Grade 1:	78												
Grade 2:	85												
Grade 3:	79												

Note. Objectives identified below. Promotion/retention objective numbers are enclosed in parentheses.

MATHEMATICS

Grade 1

1. Identify geometric figures. (1)
2. Identify ordinal position. (6)
3. Recall addition facts. (7)
4. Solve addition story problems. (8)
5. Recall subtraction facts. (11)
6. Solve subtraction story problems. (12)
7. Add two numbers- sums to 99. (18)
8. Tell time on the hour. (20)
9. Subtract two numbers- each 99 or less. (23)

Grade 2

1. Recall addition facts. (1)
2. Add three or more numbers- sums to 18. (2)
3. Recall subtraction facts. (6)
4. Read and write whole numbers to 100. (11)
5. Identify ordinal position- 1st to 31st. (14)
6. Complete a number pattern. (16)
7. Add whole numbers- sums to 99. (17)
8. Solve addition word problems. (18)
9. Identify fractional parts- 1/2, 1/3, 1/4. (20)
10. Tell time on the hour and half hour. (25)
11. Find the sum of a set of coins. (26)
12. Add whole numbers- sums to 999. (28)
13. Subtract two numbers- each 999 or less. (29)

Grade 3

1. Read and write whole numbers to 999. (4)
2. Add two numbers- each to 999. (10)
3. Add three numbers- each to 999. (11)
4. Subtract two numbers- each 999 or less. (15)
5. Solve word problems- +, -, (16)
6. Recall multiplication facts to 5 x 9. (17)
7. Identify customary and metric units. (19)
8. Tell time to 5-minute intervals. (29)
9. Select money to pay for a purchase. (30)
10. Identify fractional parts- to tenths. (39)

LANGUAGE ARTS

Grade 1

1. Read with understanding. (1,8,9)
2. Identify capital and small letters. (22)
3. Identify beginning consonant sounds. (23)
4. Read CVC words. (27)
5. Read CV and CVCe words. (28)
6. Read words with "-s" and "-ing" endings. (33)
7. Read Level 1 sight vocabulary words. (39)
8. Capitalize the first word in a sentence. (53)
9. Punctuate a simple sentence. (54)

Grade 2

1. Read with understanding. (1,8,10,19,23,25)
2. Identify beginning consonant sounds. (27)
3. Read alternate long vowel spellings. (30)
4. Identify base words. (40)
5. Identify contractions. (44)
6. Read Level 2 sight vocabulary words. (47)
7. Use a period, comma, and apostrophe. (61)
8. Expand sentences. (77)
9. Alphabetize groups of words. (81)

Grade 3

1. Read with understanding. (1,7,10)
2. Read words with silent letters. (32)
3. Read words with vowels followed by "r". (36)
4. Use common prefixes. (41)
5. Use common suffixes. (42)
6. Use plural forms of nouns. (44)
7. Read Level 3 sight vocabulary words. (49)
8. Use comma, period, apostrophe and colon. (66)

DISTRICT-WIDE
SPRING 1982 RESULTS FOR
ASSESSMENT OF BASELINE CURRICULUM

Statistic	Objective												
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
MATHEMATICS													
Percent achieving mastery:													
Grade 1	91	96	92	86	81	84	79	94	68				
Grade 2	98	92	90	91	85	79	82	78	89	81	68	94	90
Grade 3	97	84	77	59	69	89	53	64	79	78			
Number of students tested				Percent of students tested				Mean percent correct					
Grade 1: 9885				Grade 1: 89				Grade 1: 88					
Grade 2: 8911				Grade 2: 91				Grade 2: 87					
Grade 3: 8921				Grade 3: 93				Grade 3: 80					
LANGUAGE ARTS													
Percent achieving mastery:													
Grade 1	55	90	90	83	79	75	72	70	63				
Grade 2	81	86	97	75	92	92	60	85	74				
Grade 3	77	79	97	71	70	55	96	45					
Number of students tested				Percent of students tested				Mean percent correct					
Grade 1: 9885				Grade 1: 89				Grade 1: 81					
Grade 2: 8911				Grade 2: 91				Grade 2: 86					
Grade 3: 8921				Grade 3: 93				Grade 3: 81					

Note. Objectives identified below. Promotion/retention objective numbers are enclosed in parentheses.

MATHEMATICS

Grade 1

1. Identify geometric figures. (1)
2. Identify ordinal position. (6)
3. Recall addition facts. (7)
4. Solve addition story problems. (8)
5. Recall subtraction facts. (11)
6. Solve subtraction story problems. (12)
7. Add two numbers- sums to 99. (18)
8. Tell time on the hour. (20)
9. Subtract two numbers- each 99 or less. (23)

Grade 2

1. Recall addition facts. (1)
2. Add three or more numbers- sums to 18. (2)
3. Recall subtraction facts. (6)
4. Read and write whole numbers to 100. (11)
5. Identify ordinal position- 1st to 31st. (14)
6. Complete a number pattern. (16)
7. Add whole numbers- sums to 99. (17)
8. Solve addition word problems. (18)
9. Identify fractional parts- 1/2, 1/3, 1/4. (20)
10. Tell time on the hour and half hour. (25)
11. Find the sum of a set of coins. (26)
12. Add whole numbers- sums to 999. (28)
13. Subtract two numbers- each 999 or less. (29)

Grade 3

1. Read and write whole numbers to 999. (4)
2. Add two numbers- each to 999. (10)
3. Add three numbers- each to 999. (11)
4. Subtract two numbers- each 999 or less. (15)
5. Solve word problems- "-". (16)
6. Recall multiplication facts to 5 x 9. (17)
7. Identify customary and metric units. (19)
8. Tell time to 5-minute intervals. (29)
9. Select money to pay for a purchase. (30)
10. Identify fractional parts- to tenths. (39)

LANGUAGE ARTS

Grade 1

1. Read with understanding. (1,8,9)
2. Identify capital and small letters. (22)
3. Identify beginning consonant sounds. (23)
4. Read CVC words. (27)
5. Read CV and CVCe words. (28)
6. Read words with "-s" and "-ing" endings. (33)
7. Read Level 1 sight vocabulary words. (39)
8. Capitalize the first word in a sentence. (53)
9. Punctuate a simple sentence. (54)

Grade 2

1. Read with understanding. (1,6,10,19,23,25)
2. Identify beginning consonant sounds. (27)
3. Read alternate long vowel spellings. (30)
4. Identify base words. (40)
5. Identify contractions. (44)
6. Read Level 2 sight vocabulary words. (47)
7. Use a period, comma, and apostrophe. (61)
8. Expand sentences. (77)
9. Alphabetize groups of words. (81)

Grade 3

1. Read with understanding. (1,7,10)
2. Read words with silent letters. (32)
3. Read words with vowels followed by "r". (36)
4. Use common prefixes. (41)
5. Use common suffixes. (42)
6. Use plural forms of nouns. (44)
7. Read Level 3 sight vocabulary words. (49)
8. Use comma, period, apostrophe and colon. (66)

BASIC OBJECTIVES ASSESSMENT TEST (BOAT) RESULTS FOR SPRING 1981 AND SPRING 1982

SUBDISTRICT SUMMARY

Grade 8

NORTHWEST SUBDISTRICT

Statistic	Functional Application							Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
SPRING 1981								
Number of items	25	30	15	20	10	15	10	125
Number of students tested	1626	1626	1626	1626	1625	1623	1622	1622
Percent of students tested	91	91	91	91	91	91	91	91
Median raw score	19	24	12	14	8	9	6	91
Median percent score	76	80	80	70	80	60	60	73
Percent of students tested answering correctly:								
25 percent or more of the items	99	99	99	95	98	94	96	100
50 percent or more of the items	89	93	89	75	90	65	75	86
70 percent or more of the items	62	72	73	51	72	31	37	55
SPRING 1982								
Number of items	25	30	15	20	10	15	10	125
Number of students tested	1636	1636	1635	1634	1631	1627	1620	1621
Percent of students tested	89	89	89	89	89	89	89	89
Median raw score	19	24	12	14	8	9	6	92
Median percent score	76	80	80	70	80	60	60	74
Percent of students tested answering correctly:								
25 percent or more of the items	99	99	98	96	97	94	95	100
50 percent or more of the items	89	93	90	79	91	67	77	87
70 percent or more of the items	63	75	74	55	69	39	41	58
DISTRICT SPRING 1982								
Number of items	25	30	15	20	10	15	10	125
Number of students tested	8216	8216	8215	8209	8201	8194	8167	8168
Percent of students tested	92	92	92	92	92	92	91	91
Median raw score	18	23	12	13	7	9	6	88
Median percent score	72	77	80	65	70	60	60	70
Percent of students tested answering correctly:								
25 percent or more of the items	100	99	98	96	97	93	94	100
50 percent or more of the items	88	92	89	74	90	61	73	85
70 percent or more of the items	57	69	70	46	69	29	33	51

Note. The criterion for passing is a score of at least 70% correct (87 of 125 items). Percent passing is the statistic to be used for TEA objectives on functional literacy.

The functional applications are: (1) consumerism, (2) community, (3) medical, (4) home, (5) employment, (6) government and (7) information sources.

SPRING 1982 RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

SUBDISTRICT SUMMARY
 NORTHWEST SUBDISTRICT

Statistic	Functional Application							Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
GRADE 9								
Number of students tested	961	961	960	960	958	955	953	953
Percent of students tested	83	83	83	83	83	83	83	83
Percent of students tested answering correctly:								
50 percent or more of the items	84	84	78	70	81	58	78	80
70 percent or more of the items	60	49	54	37	53	25	48	42
GRADE 10								
Number of students tested	555	554	554	554	554	554	554	554
Percent of students tested	82	82	82	82	82	82	82	82
Percent of students tested answering correctly:								
50 percent or more of the items	95	93	90	86	90	72	85	93
70 percent or more of the items	73	60	61	47	64	30	58	56
GRADE 11								
Number of students tested	310	310	310	310	310	310	310	310
Percent of students tested	81	81	81	81	81	81	81	81
Percent of students tested answering correctly:								
50 percent or more of the items	98	97	95	92	96	78	91	97
70 percent or more of the items	80	75	75	60	77	40	64	68
GRADE 12								
Number of students tested	163	163	163	163	163	163	163	163
Percent of students tested	73	73	73	73	73	73	73	73
Percent of students tested answering correctly:								
50 percent or more of the items	98	96	89	91	91	72	83	94
70 percent or more of the items	77	72	62	63	76	33	50	67

Note. The functional applications are: (1) consumerism, (2) community, (3) medical, (4) home, (5) employment, (6) government and (7) information sources.

CUMULATIVE RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Statistic	Grade				Total
	(9)	(10)	(11)	(12)	
Number of students tested	1585	1552	1427	1364	6872
Percent of students tested	89	93	95	96	92
Number of students passed	1035	1308	1327	1311	5453
Percent of students passed	65	84	93	96	79

Note. The criterion for passing is a score of at least 70% correct (87 of 125 items).

DISTRICT SPRING 1982 RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

Statistic	Functional Application							Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
GRADE 9								
Number of students tested	4429	4427	4418	4413	4403	4395	4382	4380
Percent of students tested	77	77	76	76	76	76	76	76
Percent of students tested answering correctly:								
50 percent or more of the items	86	88	81	71	83	60	76	82
70 percent or more of the items	57	49	51	32	50	20	47	38
GRADE 10								
Number of students tested	2755	2753	2750	2747	2746	2738	2732	2731
Percent of students tested	75	75	75	75	75	75	74	74
Percent of students tested answering correctly:								
50 percent or more of the items	91	91	86	79	88	65	82	89
70 percent or more of the items	63	52	57	37	57	22	50	43
GRADE 11								
Number of students tested	1612	1612	1612	1612	1611	1607	1603	1602
Percent of students tested	76	76	76	76	76	75	75	75
Percent of students tested answering correctly:								
50 percent or more of the items	94	94	91	86	93	76	88	93
70 percent or more of the items	71	61	66	47	66	29	60	55
GRADE 12								
Number of students tested	1101	1101	1101	1100	1099	1098	1098	1096
Percent of students tested	75	75	75	74	74	74	74	74
Percent of students tested answering correctly:								
50 percent or more of the items	94	94	84	85	92	72	82	91
70 percent or more of the items	63	61	52	49	71	30	52	51

Note. The functional applications are: (1) consumerism, (2) community, (3) medical, (4) home, (5) employment, (6) government and (7) information sources.

DISTRICT CUMULATIVE RESULTS FOR
BASIC OBJECTIVES ASSESSMENT TEST (BOAT)

Statistic	Grade				Total
	(9)	(10)	(11)	(12)	
Number of students tested	8546	8029	6879	6264	29718
Percent of students tested	86	90	93	94	90
Number of students passed	5820	6477	6163	5731	24191
Percent of students passed	68	81	90	91	81

Note. The criterion for passing is a score of at least 70% correct (87 of 125 items).

TEXAS ASSESSMENT OF BASIC SKILLS (TABs)
RESULTS FOR SPRING 1981 AND SPRING 1982

SUBDISTRICT SUMMARY

Grade 3

NORTHWEST SUBDISTRICT

Objective	Percent Mastering		
	Spring 81	Spring 82	District Spring 82
MATHEMATICS			
1. Read and write whole numbers.	81	82	86
2. Order whole numbers.	58	56	59
3. Add whole numbers.	86	89	89
4. Subtract whole numbers.	73	74	73
5. Solve word problems: +, -.	76	82	84
6. Complete number patterns.	79	82	83
7. Multiply whole numbers.	91	95	95
8. Identify fractional parts.	87	84	88
9. Identify values of money.	88	92	93
10. Select units of measure.	48	50	55
Students tested: 1898 Percent tested: 91			
READING			
1. Identify main idea.	57	51	56
2. Recall facts, details.	66	75	80
3. Sequence events.	70	64	69
4. Follow written directions.	90	91	95
5. Recognize words through phonic analysis.	86	87	90
6. Use context clues.	78	78	83
7. Understand word structures.	62	72	78
8. Recognize words by sight.	78	85	89
Students tested: 1776 Percent tested: 85			
WRITING			
1. Spelling.	92	93	96
2. Punctuation.	56	64	70
3. Capitalization.	83	85	89
4. Correct English usage.	72	71	76
5. Sentence structure.	69	71	74
Handwriting:			
Legible	97	98	99
Illegible	3	2	1
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	85	64	67
0 or 1	15	36	33
Students tested: 1776 Percent tested: 85			

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted.

**TEXAS ASSESSMENT OF BASIC SKILLS (TABS)
RESULTS FOR SPRING 1981 AND SPRING 1982**

SUBDISTRICT SUMMARY

Grade 5

NORTHWEST SUBDISTRICT

Objective	Percent Mastering			District
	Spring 81	Spring 82	Spring 82	Spring 82
MATHEMATICS				
1. Geometric terms, figures	71	68		64
2. Interpret place value.	36	60		54
3. Add whole numbers.	88	87		86
4. Subtract whole numbers.	74	70		69
5. Multiply whole numbers.	65	72		69
6. Divide whole numbers.	65	66		64
7. Solve word problems: +, -.	83	78		78
8. Solve word problems: X, /.	52	50		47
9. Units of measure	85	81		82
10. Interpret graphs.	84	84		87
11. Identify equivalent fractions.	50	54		52
12. Order whole numbers.	75	77		78
Students tested: 1759 Percent tested: 96				
READING				
1. Identify main idea.	53	43		46
2. Recall facts, details.	57	62		66
3. Sequence events.	64	61		66
4. Distinguish fact, non-fact.	52	51		53
5. Draw conclusions.	48	51		53
6. Predict outcomes.	54	51		52
7. Use context clues.	85	84		89
8. Use index.	76	81		83
9. Use maps, charts.	70	77		79
10. Follow written directions.	76	75		78
11. Identify character feelings.	66	64		70
Students tested: 1741 Percent tested: 95				
WRITING				
1. Spelling.	95	92		95
2. Punctuation.	62	55		58
3. Capitalization.	87	81		85
4. Correct English usage.	61	61		61
5. Sentence structure.	78	76		78
6. Commonly used forms.	88	84		88
Handwriting:				
Legible	100	100		100
Illegible	0	0		0
Organization of ideas, appropriate response				
-- purpose/audience:				
2,3 or 4	74	61		64
0 or 1	26	39		36
Students tested: 1710 Percent tested: 93				

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TEXAS ASSESSMENT OF BASIC SKILLS (TABs)
RESULTS FOR SPRING 1981 AND SPRING 1982

SUBDISTRICT SUMMARY

Grade 9

NORTHWEST SUBDISTRICT

Objective	Percent Mastering		
	Spring 81	Spring 82	District Spring 82
MATHEMATICS			
1. Add/subtract whole numbers.	91	93	92
2. Multiply/divide whole numbers.	80	82	82
3. Solve problems: +, -, X, /.	51	49	48
4. Use fractions/mixed numbers: +, -, X.	49	53	49
5. Use decimals: +, -, X, /.	64	71	68
6. Solve personal finance problems.	42	43	42
7. Solve problems using money.	76	81	83
8. Use measurement units.	62	66	65
9. Use ratio/proportion/percent.	44	41	38
10. Read maps.	74	77	78
11. Read, interpret charts, graphs.	86	86	86
Students tested: 1604			
Percent tested: 90 Mathematics total	59	63	62
READING			
1. Identify main idea.	58	53	52
2. Sequence events.	61	58	60
3. Perceive cause-effect.	71	59	61
4. Evaluate information.	59	57	57
5. Distinguish fact, non-fact.	55	52	50
6. Draw conclusions.	60	59	60
7. Make generalizations.	53	52	51
8. Follow written directions.	87	82	85
9. Use parts of book.	55	54	54
10. Use reference skills.	81	73	73
11. Use maps, charts.	63	65	65
Students tested: 1608			
Percent tested: 90 Reading total	58	56	56
WRITING			
1. Spelling.	79	79	81
2. Punctuation.	63	69	70
3. Capitalization.	83	81	83
4. Correct English usage.	58	59	56
5. Sentence structure.	75	70	71
6. Commonly used forms.	79	77	80
Handwriting:			
Legible	100	100	100
Illegible	0	0	0
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	81	66	65
0 or 1	19	34	35
Students tested: 1600			
Percent tested: 90 Writing total	75	62	62

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted.

SPRING 1982 RESULTS AND
CUMULATIVE SUMMARY FOR
TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

SUBDISTRICT SUMMARY

Grade 10

NORTHWEST SUBDISTRICT

Objective	Percent Mastering		
	Spring 82	District Spring 82	
MATHEMATICS			
1. Add/subtract whole numbers.	93		91
2. Multiply/divide whole numbers.	83		74
3. Solve problems: +, -, X, /.	47		32
4. Use fractions/mixed numbers: +, -, X.	44		27
5. Use decimals: +, -, X, /.	72		58
6. Solve personal finance problems.	43		28
7. Solve problems using money.	84		80
8. Use measurement units.	64		52
9. Use ratio/proportion/percent.	39		26
10. Read maps.	80		68
11. Read, interpret charts, graphs.	89		84
Students tested (1982):	293		
Percent tested (1982):	35	Math total (1982)	62
Students tested (1980-82):	1148		45
Percent tested (1980-82):	68	Math total (1980-82)	90
			84
READING			
1. Identify main idea.	47		38
2. Sequence events.	56		50
3. Perceive cause-effect.	51		50
4. Evaluate information.	56		43
5. Distinguish fact, non-fact.	46		34
6. Draw conclusions.	50		46
7. Make generalizations.	45		39
8. Follow written directions.	86		83
9. Use parts of book.	53		44
10. Use reference skills.	76		64
11. Use maps, charts.	71		56
Students tested (1982):	307		
Percent tested (1982):	35	Reading total (1982)	46
Students tested (1980-82):	1126		37
Percent tested (1980-82):	67	Reading total (1980-82)	85
			81
WRITING			
1. Spelling.	78		72
2. Punctuation.	72		57
3. Capitalization.	81		70
4. Correct English usage.	54		41
5. Sentence structure.	69		55
6. Commonly used forms.	82		72
Handwriting:			
Legible	100		100
Illegible	0		0
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	70		52
0 or 1	30		48
Students tested (1982):	213		
Percent tested (1982):	31	Writing total (1982)	64
Students tested (1980-82):	1210		47
Percent tested (1980-82):	72	Writing total (1980-82)	94
			90

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SPRING 1982 RESULTS AND
CUMULATIVE SUMMARY FOR
TEXAS ASSESSMENT OF BASIC SKILLS (TABS)

SUBDISTRICT SUMMARY

Grade 11

NORTHWEST SUBDISTRICT

Objective	Percent Mastering		
	Spring 82	District Spring 82	
MATHEMATICS			
1. Add/subtract whole numbers.	94		89
2. Multiply/divide whole numbers.	86		76
3. Solve problems: +, -, X, /.	55		34
4. Use fractions/mixed numbers: +, -, X	47		24
5. Use decimals: +, -, X, /.	75		57
6. Solve personal finance problems.	46		32
7. Solve problems using money.	90		82
8. Use measurement units.	69		56
9. Use ratio/proportion/percent.	44		28
10. Read maps.	75		68
11. Read, interpret charts, graphs.	94		84
Students tested (1982):	157		
Percent tested (1982):	27	Math total (1982)	62
Students tested (1980-82):	1084		
Percent tested (1980-82):	72	Math total (1980-82)	95
			87
READING			
1. Identify main idea.	56		43
2. Sequence events.	70		56
3. Perceive cause-effect.	71		54
4. Evaluate information.	64		46
5. Distinguish fact, non-fact.	48		35
6. Draw conclusions.	71		50
7. Make generalizations.	58		45
8. Follow written directions.	89		83
9. Use parts of book.	60		47
10. Use reference skills.	78		64
11. Use maps, charts.	72		57
Students tested (1982):	157		
Percent tested (1982):	27	Reading total (1982)	64
Students tested (1980-82):	1101		
Percent tested (1980-82):	73	Reading total (1980-82)	95
			88
WRITING			
1. Spelling.	88		80
2. Punctuation.	78		66
3. Capitalization.	88		78
4. Correct English usage.	69		50
5. Sentence structure.	84		68
6. Commonly used forms.	93		80
Handwriting:			
Legible	100		100
Illegible	0		0
Organization of ideas, appropriate response			
-- purpose/audience:			
2,3 or 4	78		57
0 or 1	22		43
Students tested (1982):	166		
Percent tested (1982):	26	Writing total (1982)	77
Students tested (1980-82):	1052		
Percent tested (1980-82):	69	Writing total (1980-82)	96
			89

Note. The figures on this page may differ from those in your Spring report because some Special Education student records have been deleted. The totals for 1980-82 represent the percent of students currently in this grade who have ever passed the TABS.

EXEMPTIONS FROM 1982
SYSTEM-WIDE TESTING PROGRAM
BY CATEGORY

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Category	Grade						
	(K)	(1)	(2)	(3)	(4)	(5)	(6)
NORM-REFERENCED							
Number special education exemptions	20	43	65	110	140	140	136
Number LEP exemptions	48	459	316	239	96	69	60
Number skill deficiency exemptions	0	5	2	0	6	2	8
Total	68	507	383	349	242	211	204
Percent of enrollment	3.7	19.6	18.9	16.9	12.7	10.9	11.2
CRITERION-REFERENCED							
ABC:							
Number special education exemptions		43	64	108			
Number LEP exemptions		25	19	67			
Number skill deficiency exemptions		1	1	0			
Total		69	84	175			
Percent of enrollment		2.7	4.1	8.5			
TABS:							
Number special education exemptions				107		135	
Number LEP exemptions				0		0	
Number skill deficiency exemptions				0		0	
Total				107		135	
Percent of enrollment				5.2		6.9	
DISTRICT NORM-REFERENCED							
Number special education exemptions	95	261	402	565	657	735	756
Number LEP exemptions	350	1121	784	584	198	176	160
Number skill deficiency exemptions	3	13	4	3	9	4	14
Total	448	1395	1190	1152	864	915	930
Percent of enrollment	4.9	12.1	11.5	11.2	8.7	8.7	9.4
DISTRICT CRITERION-REFERENCED							
ABC:							
Number special education exemptions		261	401	564			
Number LEP exemptions		283	168	167			
Number skill deficiency exemptions		4	3	3			
Total		548	572	734			
Percent of enrollment		4.7	5.6	7.1			
TABS:							
Number special education exemptions				557		724	
Number LEP exemptions				0		0	
Number skill deficiency exemptions				0		0	
Total				557		724	
Percent of enrollment				5.4		6.9	

Note. For the grades presented, the norm-referenced tests are: MRT (grade K) and ITBS.

EXEMPTIONS FROM 1982
SYSTEM-WIDE TESTING PROGRAM
BY CATEGORY

SUBDISTRICT SUMMARY

NORTHWEST SUBDISTRICT

Category	Grade					
	(7)	(8)	(9)	(10)	(11)	(12)
NORM-REFERENCED						
Number special education exemptions	147	145	129	106	104	
Number LEP exemptions	36	19	112	7	1	
Number skill deficiency exemptions	0	0	0	0	0	
Total	183	164	241	113	105	
Percent of enrollment	9.5	8.3	12.7	6.4	6.6	
CRITERION-REFERENCED						
BOAT:						
Number special education exemptions		144	129	105	104	81
Number LEP exemptions		2	0	0	0	0
Number skill deficiency exemptions		0	0	0	0	0
Total		146	129	105	104	81
Percent of enrollment		7.4	6.8	6.0	6.5	5.4
TABS:						
Number special education exemptions			129	105	104	
Number LEP exemptions			0	0	0	
Number skill deficiency exemptions			0	0	0	
Total			129	105	104	
Percent of enrollment			6.8	6.0	6.5	
DISTRICT NORM-REFERENCED						
Number special education exemptions	614	589	553	515	388	
Number LEP exemptions	75	50	212	41	16	
Number skill deficiency exemptions	44	11	0	0	0	
Total	733	650	765	556	404	
Percent of enrollment	7.4	6.6	7.3	5.9	5.2	
DISTRICT CRITERION-REFERENCED						
BOAT:						
Number special education exemptions		567	550	500	383	298
Number LEP exemptions		2	29	7	1	0
Number skill deficiency exemptions		0	0	0	0	0
Total		569	579	507	384	298
Percent of enrollment		5.7	5.5	5.4	4.9	4.4
TABS:						
Number special education exemptions			549	500	382	
Number LEP exemptions			0	0	0	
Number skill deficiency exemptions			0	0	0	
Total			549	500	382	
Percent of enrollment			5.2	5.3	4.9	

Note. For grades presented, the normed tests are: ITBS (grades 7-8) and TAP (grades 9-11).

IV. GLOSSARY

GLOSSARY

average daily membership

The average number of students enrolled on any given day. Computed from Principal's Statistical Reports.

average daily transactions per 100 students

The average number of student transactions (newly enrolled, reenrolled, transferred in or out) on any given day, expressed as a percentage of average daily membership.

average number of days absent per teacher

Absences for whatever reason (authorized or not) are included in this calculation.

eligible to be tested

Students identified by the District's student database as being enrolled at the time of testing, excluding special education students who are not mainstreamed and those students identified by school personnel to be exempted from one or more tests.

free or reduced lunch, students eligible to receive

Students identified on the District's student database as being eligible to participate in the District's free or reduced lunch program.

LEP students

Students identified on the District's student database as having limited English proficiency (LEP).

median

That point in a distribution that divides the distribution in half. The midpoint of a distribution.

median experience

The median number of years experience for a given population of teachers.

new students

Excluding those entering kindergarten, students who were counted as members of a specified population (school, subdistrict, ethnic group, etc.) for the first time during 1981-82.

number LEP exemptions

The number of students who took the CTBS Espanol or who were identified by school personnel as having been exempted from one or more tests because of limited English proficiency.

number skill deficiency exemptions

The number of students who were identified by school personnel as having been exempted from one or more tests because of skill deficiency.

number special education exemptions

The number of students who were exempted from testing based on the District's special education database or who were identified by school personnel as having been exempted from one or more tests because of their special education status.

number tested

The number of students in the population identified for whom valid test scores were available, less those students whose scores were exempted by school personnel or District policy.

percent average daily attendance

The percentage of average daily membership in attendance on any given day.

percent eligible tested or percent tested

The number tested expressed as a percentage of the number of students in the population eligible to be tested.

potential LEP students not tested

Students whose English test screening indicated limited English ability (i.e., a score of 1-3 on the LAS or a score of 1-4 on the PALS) and for whom no valid LAS (Spring administration) score was assigned.

pupil/teacher ratio

The number of students enrolled (less special education students who were exempted from testing based on the District's special education database) divided by the number of teachers (less special education teachers).

special education students

Students identified by the District's special education database as receiving any form of special education services.

special education teachers

Teachers identified by the District's personnel database as having Job Code 606.

teachers who are teaching in the bilingual program

Teachers identified on the District's personnel database as being bilingual teachers.

Title I students

Students identified on the District's student database as receiving Title I services in reading and/or mathematics.